

2013

DC Public Charter School Performance Reports



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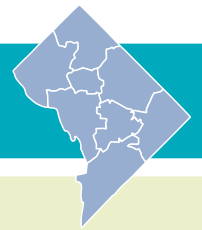
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2013 User Guide



Dear Friends,

The DC Public Charter School Board (PCSB) is pleased to provide the 2013 School Performance Report as a way to share how PCSB evaluates each public charter school. Although each charter school is unique, the Performance Management Framework (PMF) allows the Board and the public to look at elementary, middle, and high school performance across common measures. The schools are evaluated on several factors: student progress over time; student achievement during the previous school year; gateway measures — including SAT scores and other outcomes aligned to college and career readiness that are necessary for future educational success; and leading indicators such as attendance and re-enrollment rates, which predict student progress and achievement.

Early childhood programs, adult education programs, and schools that have 100 percent students with disabilities are evaluated through Accountability Plans based on student progress, student achievement, and other measures. This year, schools serving students in pre-kindergarten through second grade could elect to participate in an Early Childhood PMF pilot as an alternative to evaluation using an Accountability Plan.

We hope that these performance reports will help you make informed decisions about your education options and to get involved with your local school community. Always feel free to contact PCSB with questions or comments at dcpublic@dcpcsb.org or 202-328-2660, and follow us on Twitter (@dcpcsb).

Best wishes,

John H. "Skip" McKoy
Board Chair

What is the PCSB School Performance Report?

PCSB produces a detailed annual performance report for each public charter school it oversees. The performance report shows a school's performance 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 schools that have 100 percent students with disabilities. This year PCSB consulted with Early Childhood (EC) and Adult Education (AE) task forces to draft a pilot framework for each of these programs, which will be fully implemented in 2013–14. The PMF includes the pilot results of the 26 public charter schools that participated in the EC framework and the Accountability Plan results of the 10 public charter schools that did not participate in the pilot. This framework includes Accountability Plan and pilot results for all of the AE programs. In addition, each performance report has a demographic profile of the school.

How can parents and guardians use the School Performance Report?

Parents can use the School Performance Report 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 and AP scores), Educational Testing Service (SAT 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; and
- 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.

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The following public charter schools first opened or were reorganized in the 2013–14 school year and therefore do not have school performance data from the 2012–13 school year:

New Public Charter Schools

- Community College Preparatory Academy PCS
- Ingenuity Prep PCS
- Sela PCS
- Somerset PCS

New Campuses

- Achievement Preparatory Academy PCS – Elementary
- DC Prep PCS – Benning Middle
- KIPP DC PCS – Connect Academy
- KIPP DC PCS – Spring Academy
- Paul PCS – International High

Reorganized Schools/Campuses

- Achievement Preparatory Academy PCS (renamed from Achievement Preparatory Academy PCS – Middle)
- AppleTree Early Learning PCS – Southeast (merger of AppleTree – Douglass Knoll and AppleTree – Parklands)
- AppleTree Early Learning PCS – Southwest (merger of AppleTree – Amidon and AppleTree – Riverside)
- Briya PCS (former Education Strengthens Families PCS)
- Capital City PCS – Lower School and Capital City PCS – Upper School reconfigured as Capital City PCS – Lower School, Capital City PCS – Middle School, and Capital City PCS – High School
- Howard Road Academy PCS closed its MLK and Pennsylvania Avenue campuses and renamed the school and existing campus Cedar Tree Academy PCS
- E.L. Haynes PCS divided its Kansas Avenue school into two campuses: E.L. Haynes PCS – Kansas Avenue (Elementary School) and E.L. Haynes PCS – Kansas Avenue (High School)
- Early Childhood Academy PCS merged its two campuses into one
- The following Friendship PCS campuses were reorganized into Elementary and Middle Schools: Blow-Pierce, Chamberlain, and Woodridge

School Lists

Tier 1 (65.0–100.0%)

Ward

2012–13
Grade Levels

Overall
Percentage

ELEMENTARY/MIDDLE SCHOOLS

Achievement Preparatory Academy PCS – Middle	8	4–8	85.5%
Center City PCS – Brightwood	4	PK4–8	73.5%
Center City PCS – Petworth	4	PK4–8	70.2%
César Chávez PCS for Public Policy – Chávez Prep	1	6–9	65.2%
DC Bilingual PCS	1	PK3–5	65.2%
DC Prep PCS – Edgewood Middle	5	4–8	89.6%
Elsie Whitlow Stokes Community Freedom PCS	5	PK3–6	66.0%
Friendship PCS – Chamberlain Middle	6	4–8	67.0%
KIPP DC – AIM Academy PCS	8	5–8	82.9%
KIPP DC – KEY Academy PCS	7	5–8	91.0%
KIPP DC – Promise Academy PCS	7	1–4	74.6%
KIPP DC – WILL Academy PCS	6	4–8	80.7%
Latin American Montessori Bilingual PCS	4	PK3–5	80.5%
Paul PCS – Middle School	4	6–9	68.3%
Two Rivers PCS	6	PK3–8	69.9%
Washington Latin PCS – Middle School	4	5–8	65.2%
Washington Yu Ying PCS	5	PK4–5	78.3%

HIGH SCHOOLS

Capital City PCS – High School	4	9–12	66.4%
KIPP DC – College Preparatory PCS	8	9–12	76.2%
SEED Public Charter School of Washington, DC (High School)	7	6–12	67.8%
Thurgood Marshall Academy PCS	8	9–12	77.4%
Washington Latin PCS – Upper School	4	9–12	87.0%
Washington Mathematics Science Technology PCHS	5	9–12	65.1%

Tier 2 (35.0–64.9%)	Ward	2012–13 Grade Levels	Overall Percentage
ELEMENTARY/MIDDLE SCHOOLS			
Center City PCS – Capitol Hill	6	PK4–8	45.3%
Center City PCS – Congress Heights	8	PK4–8	50.1%
Center City PCS – Shaw	6	PK4–8	52.3%
Center City PCS – Trinidad	5	PK4–8	43.2%
César Chávez PCS for Public Policy – Parkside Middle School	7	6–8	48.7%
Community Academy PCS – Amos 1	4	PK3–5	41.2%
Community Academy PCS – Butler Global	5	PK3–5	59.1%
Community Academy PCS – CAPCS Online	N/A	K–8	53.1%
E.L. Haynes PCS – Georgia Avenue	1	4–8	60.9%
Excel Academy PCS	8	PK3–4	46.5%
Friendship PCS – Blow-Pierce Middle	7	4–8	47.5%
Friendship PCS – Southeast Elementary Academy	8	PK3–5	62.0%
Friendship PCS – Technology Preparatory Academy	8	6–10	37.5%
Friendship PCS – Woodridge Middle	5	4–8	49.9%
Hope Community PCS – Tolson	5	PK3–8	45.2%
Howard University Middle School of Mathematics and Science PCS	1	6–8	62.5%
Ideal Academy PCS	4	PK3–8	44.0%
Inspired Teaching Demonstration PCS	1	PK3–4	55.8%
Mary McLeod Bethune Day Academy PCS	5	PK3–4	51.0%
Maya Angelou PCS – Evans Middle School	7	6–8	35.5%
Meridian PCS	1	PK3–8	62.8%
Perry Street Preparatory PCS (Lower School)	5	PK3–12	47.2%
Roots PCS	4	PK3–8	43.1%
SEED Public Charter School of Washington, DC (Middle School)	7	6–12	62.1%
Tree of Life PCS	5	PK3–8	40.5%
William E. Doar, Jr. PCS for the Performing Arts	5	PK3–8	36.5%

Tier 2 (35.0–64.9%) (cont.)	Ward	2012–13 Grade Levels	Overall Percentage
HIGH SCHOOLS			
César Chávez PCS for Public Policy – Capitol Hill	6	9–12	57.7%
César Chávez PCS for Public Policy – Parkside High School	7	9–12	62.7%
E.L. Haynes PCS – Kansas Avenue (High School)	4	9–10	58.3%
Friendship PCS – Collegiate Academy	7	9–12	53.1%
Friendship PCS – Technology Preparatory Academy	8	6–10	59.4%
Hospitality High PCS	1	9–12	36.9%
IDEA (Integrated Design & Electronic Academy) PCS	7	9–12	43.7%
National Collegiate Preparatory PCHS	8	9–12	51.4%
Richard Wright PCS for Journalism and Media Arts	6	8–10	35.8%

Tier 3 (0.0–34.9%)		Ward	
ELEMENTARY/MIDDLE SCHOOLS			
Arts and Technology Academy PCS	7	PK3–5	31.9%
Community Academy PCS – Amos 3	5	PK3–8	25.7%
Hope Community PCS – Lamond	4	PK3–6	28.3%
Imagine Southeast PCS	8	PK3–7	26.0%
Potomac Lighthouse PCS	5	PK3–7	34.3%
HIGH SCHOOLS			
Booker T. Washington PCS	1	9–12 & Adult Ed/GED	22.9%
Perry Street Preparatory PCS (Upper School)	5	PK3–12	31.7%

Early Childhood Programs (PMF Pilot/Accountability Plans)

Public Charter School	2012-13 Grade Levels	Targets Met	Total Targets
WARD 1			
AppleTree Early Learning PCS – Columbia Heights	PK3-PK4	4	4
Briya PCS (former Education Strengthens Families PCS)	PK3-PK4	4	4
Creative Minds International PCS	PK3-2	7	7
DC Bilingual PCS	PK3-5	3	7
Inspired Teaching Demonstration PCS	PK3-4	6	7
Meridian PCS	PK3-8	7	7
Mundo Verde Bilingual PCS	PK3-1	9	9
Shining Stars Montessori Academy PCS	PK3-1	6	6
WARD 4			
Bridges PCS	PK3-K	8	9
Capital City PCS – Lower School	PK3-4	5	7
Center City PCS – Brightwood	PK4-8	7	7
Center City PCS – Petworth	PK4-8	7	7
Community Academy PCS – Amos 1	PK3-5	6	7
E.L. Haynes PCS – Kansas Avenue (Elementary School)	PK3-3	4	5
Hope Community PCS – Lamond	PK3-6	4	7
Ideal Academy PCS	PK3-8	7	7
Latin American Montessori Bilingual PCS	PK3-5	7	7
Roots PCS	PK3-8	6	6
WARD 5			
Center City PCS – Trinidad	PK4-8	7	7
Community Academy PCS – Amos 2	PK3-K	6	6
Community Academy PCS – Amos 3	PK3-8	5	7
Community Academy PCS – Butler Global	PK3-5	7	7
DC Prep PCS – Edgewood Elementary	PK3-3	6	8
Elsie Whitlow Stokes Community Freedom PCS	PK3-6	6	8
Friendship PCS – Woodridge Elementary	PK3-3	7	9
Hope Community PCS – Tolson	PK3-8	7	7
Mary McLeod Bethune Day Academy PCS	PK3-8	7	7

Early Childhood Programs (PMF Pilot/Accountability Plans) *(cont.)*

Public Charter School	2012–13 Grade Levels	Targets Met	Total Targets
Perry Street Preparatory PCS (Lower School)	PK3–12	3	7
Potomac Lighthouse PCS	PK3–7	3	7
Tree of Life PCS	PK3–8	5	7
Washington Yu Ying PCS	PK4–5	7	7
William E. Doar, Jr. PCS for the Performing Arts	PK3–8	4	7
WARD 6			
AppleTree Early Learning PCS – Lincoln Park	PK3–PK4	4	4
AppleTree Early Learning PCS – Southwest	PK3–PK4	4	4
Center City PCS – Capitol Hill	PK4–8	7	7
Center City PCS – Shaw	PK4–8	5	7
Eagle Academy PCS – New Jersey Avenue	PK3–2	7	7
Friendship PCS – Chamberlain Elementary	PK3–3	7	9
KIPP DC – Grow Academy PCS	PK3–K	8	8
KIPP DC – LEAD Academy PCS	1–2	6	6
Two Rivers PCS	PK3–8	7	7
WARD 7			
AppleTree Early Learning PCS – Oklahoma Avenue	PK3–PK4	4	4
Arts and Technology Academy PCS	PK3–5	7	7
DC Prep PCS – Benning Elementary	PK3–3	7	8
DC Scholars PCS	PK3–4	7	9
Friendship PCS – Blow-Pierce Elementary	PK3–3	7	9
KIPP DC – LEAP Academy PCS	PK3–K	8	8
KIPP DC – Promise Academy PCS	1–4	6	6
WARD 8			
AppleTree Early Learning PCS – Southeast	PK3–PK4	4	4
Cedar Tree Academy PCS (former Howard Road Academy PCS – Main)	PK3–K	3	5
Center City PCS – Congress Heights	PK4–8	7	7
Eagle Academy PCS – The Eagle Center at McGogney	PK3–3	5	7
Early Childhood Academy PCS	PK3–3	5	8

Early Childhood Programs (PMF Pilot/Accountability Plans) *(cont.)*

Public Charter School	2012-13 Grade Levels	Targets Met	Total Targets
Excel Academy PCS	PK3-5	7	7
Friendship PCS – Southeast Elementary Academy	PK3-5	7	7
Imagine Southeast PCS	PK3-7	4	7
KIPP DC – Discover Academy PCS	PK3-K	8	8
KIPP DC – Heights Academy PCS	1-3	5	6
ONLINE			
Community Academy PCS – CAPCS Online	K-8	3	6
<i>There are no early childhood public charter schools in Wards 2 and 3.</i>			

Elementary/Middle Schools

Public Charter School	2012–13 Grade Levels	Tier	Overall Percentage
WARD 1			
César Chávez PCS for Public Policy – Chávez Prep	6–9	1	65.2%
DC Bilingual PCS	PK3–5	1	65.2%
E.L. Haynes PCS – Georgia Avenue	4–8	2	60.9%
Howard University Middle School of Mathematics and Science PCS	6–8	2	62.5%
Inspired Teaching Demonstration PCS	PK3–5	2	55.8%
Meridian PCS	PK3–8	2	62.8%
WARD 2			
BASIS DC PCS	5–8	*	67.3%
WARD 4			
Capital City PCS – Lower School	PK3–4	*	37.1%
Capital City PCS – Middle School	5–8	*	46.7%
Center City PCS – Brightwood	PK4–8	1	73.5%
Center City PCS – Petworth	PK4–8	1	70.2%
Community Academy PCS – Amos 1	PK3–5	2	41.2%
Hope Community PCS – Lamond	PK3–6	3	28.3%
Ideal Academy PCS	PK3–8	2	44.0%
Latin American Montessori Bilingual PCS	PK3–5	1	80.5%
Paul PCS – Middle School	6–9	1	68.3%
Roots PCS	PK3–8	2	43.1%
Washington Latin PCS – Middle School	5–8	1	65.2%
WARD 5			
Center City PCS – Trinidad	PK4–8	2	43.2%
Community Academy PCS – Amos 3	PK3–8	3	25.7%
Community Academy PCS – Butler Global	PK3–5	2	59.1%
DC Prep PCS – Edgewood Middle	4–8	1	89.6%
Elsie Whitlow Stokes Community Freedom PCS	PK3–6	1	66.0%
Friendship PCS – Woodridge Middle	4–8	2	49.9%
Hope Community PCS – Tolson	PK3–8	2	45.2%
Mary McLeod Bethune Day Academy PCS	PK3–8	2	51.0%
Perry Street Preparatory PCS (Lower School)	PK3–12	2	47.2%
Potomac Lighthouse PCS	PK3–7	3	34.3%
Tree of Life PCS	PK3–8	2	40.5%
Washington Yu Ying PCS	PK4–5	1	78.3%
William E. Doar, Jr. PCS for the Performing Arts	PK3–8	2	36.5%

Elementary/Middle Schools (cont.)

Public Charter School	2012–13 Grade Levels	Tier	Overall Percentage
WARD 6			
Center City PCS – Capitol Hill	PK4–8	2	45.3%
Center City PCS – Shaw	PK4–8	2	52.3%
Friendship PCS – Chamberlain Middle	4–8	1	67.0%
KIPP DC – WILL Academy PCS	4–8	1	80.7%
Two Rivers PCS	PK3–8	1	69.9%
WARD 7			
Arts and Technology Academy PCS	PK3–5	3	31.9%
César Chávez PCS for Public Policy – Parkside Middle School	6–8	2	48.7%
Friendship PCS – Blow-Pierce Middle	4–8	2	47.5%
KIPP DC – KEY Academy PCS	5–8	1	91.0%
KIPP DC – Promise Academy PCS	1–4	1	74.6%
Maya Angelou PCS – Evans Middle School	6–8	2	35.5%
SEED Public Charter School of Washington, DC (Middle)	6–12	2	62.1%
WARD 8			
Achievement Preparatory Academy PCS – Middle	4–8	1	85.5%
Center City PCS – Congress Heights	PK4–8	2	50.1%
Excel Academy PCS	PK3–4	2	46.5%
Friendship PCS – Southeast Elementary Academy	PK3–5	2	62.0%
Friendship PCS – Technology Preparatory Academy	6–10	2	37.5%
Imagine Southeast PCS	PK3–7	3	26.0%
KIPP DC – AIM Academy PCS	5–8	1	82.9%
ONLINE			
Community Academy PCS – CAPCS Online	K–8	2	53.1%
<i>There are no public charter elementary or middle schools in Ward 3.</i>			

*BASIS DC PCS is not receiving a PMF tier this year because it first opened in the 2012–13 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 2013–14 school year, BASIS DC PCS will be held to the same performance framework as other public charter schools.

Capital City PCS – Lower School and Capital City PCS – Middle School are not receiving PMF tiers this year because this school added an additional campus, which resulted in significant changes to the student population at each campus.

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. PCSB is working with OSSE on a definition of such alternative schools for accountability purposes.

High Schools

Public Charter School	2012–13 Grade Levels	Tier	Overall Percentage
WARD 1			
Booker T. Washington PCS	9–12 & Adult Ed	3	22.9%
Hospitality High PCS	9–12	2	36.9%
WARD 4			
Capital City PCS – High School	9–12	1	66.4%
E.L. Haynes PCS – Kansas Avenue (High School)	9–10	2	58.3%
Washington Latin PCS – Upper School	9–12	1	87.0%
WARD 5			
Perry Street Preparatory PCS (Upper School)	PK3–12	3	31.7%
Washington Mathematics Science Technology PCHS	9–12	1	65.1%
WARD 6			
César Chávez PCS for Public Policy – Capitol Hill	9–12	2	57.7%
Options PCS (High School)	6–12	*	20.3%
Richard Wright PCS for Journalism and Media Arts	8–10	2	35.8%
WARD 7			
César Chávez PCS for Public Policy – Parkside High School	9–12	2	62.7%
Friendship PCS – Collegiate Academy	9–12	2	53.1%
IDEA (Integrated Design & Electronic Academy) PCS	9–12	2	43.7%
Maya Angelou PCS – Evans High School	9–12	*	13.6%
SEED Public Charter School of Washington, DC (High)	6–12	1	67.8%
WARD 8			
Friendship PCS – Technology Preparatory Academy	6–10	2	59.4%
KIPP DC – College Preparatory PCS	9–12	1	76.2%
National Collegiate Preparatory PCHS	9–12	2	51.4%
Thurgood Marshall Academy PCS	9–12	1	77.4%
<i>There are no public charter high schools in Wards 2 or 3.</i>			

*BASIS DC PCS is not receiving a PMF tier this year because it first opened in the 2012–13 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 2013–14 school year, BASIS DC PCS will be held to the same performance framework as other public charter schools.

Capital City PCS – Lower School and Capital City PCS – Middle School are not receiving PMF tiers this year because this school added an additional campus, which resulted in significant changes to the student population at each campus.

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. PCSB is working with OSSE on a definition of such alternative schools for accountability purposes.

Adult Education (PMF Pilot/Accountability Plans)

Public Charter School	2012–13 Grade Levels	Targets Met	Total Targets
WARD 1			
Booker T. Washington PCS	9–12 & Adult Ed	8	8
Carlos Rosario International PCS	Adult Ed	6	6
Briya PCS (former Education Strengthens Families PCS)	PK3 & Adult Ed	5	5
LAYC Career Academy PCS	Adult Ed	**	**
The Next Step/El Próximo Paso PCS	Adult Ed	4	5
YouthBuild PCS	Adult Ed	6	8
WARD 6			
St. Coletta Special Education PCS	PK3–12 & Adult Ed	5	6
WARD 7			
Maya Angelou PCS – Young Adult Learning Center	Adult Ed	**	**
<i>This is the complete list of adult education programs.</i>			


******This year, PCSB consulted with a task force to draft a pilot Adult Education Performance Management Framework (AE PMF), which will be fully implemented in 2013–14. In anticipation of the pilot, these schools did not create Accountability Plans; instead, they reported data on several targets aligned to the indicators on the new AE PMF.

Note: For schools that serve several grade level configurations (e.g., elementary, middle, and high school or middle and high school), the scores in the school listings — which are broken into elementary/middle schools, high schools, early childhood programs, and adult education programs — only reflect results from the corresponding grade levels for those schools. For more information, see the school performance report on the PCSB website, www.dcpsb.org.

How to Read the Performance Report

What information is included?

The performance report lists a school's overall percent score and 2013 tier. It also has basic information about the school's leadership, grades, mission, unique school characteristics, and student demographics. For schools that have PMF scores from previous years, the scores and tiers are also included.



2013 School Performance Report

Washington PCS

WARD 1

1000 School Address Street, NW
Washington, DC 20009

202-123-4567
www.schoolwebsite.com

Tier

2013 Score: **68.7%**

2012 Score: 58.4%

2011 Score: 33.3%

School Profile (2013–14)

Board Chair: Donna Noble
First School Year: 1987–88

Executive Director: Donna Noble

Principal: Donna Noble

Grades Served:

PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

Will grow to 8th grade

☒ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 89%

Student-to-Teacher Ratio: 20 to 1

School Mission/Purpose:

To enable a diverse group of children to meet high expectations; develop creativity, critical thinking, and problem-solving skills; achieve deep understanding of complex subjects; and acquire a love of learning along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility.

Unique School Characteristics

- Extracurricular Activities
- Extracurricular Activities
- Extracurricular Activities
- Extracurricular Activities
- Extracurricular Activities
- Extracurricular Activities

Tier Explanations

1 High Performing (65.0–100)

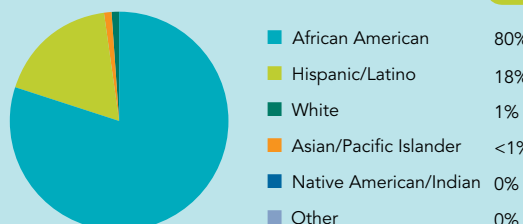
2 Mid Performing (35.0–64.9)

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 (2012–13)

Total Enrollment: 200



English language learners:

Students whose families speak a language at home other than English.

English Language Learners: 5.2%

Low Income: 50.5%

Low-income students:

Students who are eligible for free or reduced-priced meals.

Transportation



Metro/Bus Service*
Columbia Heights
Metro Station/52, 53

*Please check www.wmata.com for updates.

What are the points?

Points Earned Points Possible	Percent of Possible Points
$\frac{13.6}{20.0}$	68.1%

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 goal, 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.

What are the academic measures?

Washington PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–8



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time		$\frac{13.3}{20.0}$	66.5%
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Growth on DC-CAS Mathematics over time		$\frac{13.8}{20.0}$	69.0%
--	--	---------------------	-------

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading		$\frac{2.8}{5.0}$	56.0%
----------------------------------	--	-------------------	-------

Proficient and Advanced

Advanced only		$\frac{0.98}{1.25}$	78.4%
---------------	--	---------------------	-------

Elementary grades DC-CAS Mathematics		$\frac{3.2}{5.0}$	64.0%
--------------------------------------	--	-------------------	-------

Proficient and Advanced

Advanced only		$\frac{1.25}{1.25}$	100.0%
---------------	--	---------------------	--------

Middle grades DC-CAS Reading		$\frac{2.3}{5.0}$	46.0%
------------------------------	--	-------------------	-------

Proficient and Advanced

Advanced only		$\frac{0.44}{1.25}$	35.2%
---------------	--	---------------------	-------

Middle grades DC-CAS Mathematics		$\frac{2.5}{5.0}$	50.0%
----------------------------------	--	-------------------	-------

Proficient and Advanced

Advanced only		$\frac{0.64}{1.25}$	51.2%
---------------	--	---------------------	-------

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading		$\frac{3.4}{7.5}$	45.6%
---	--	-------------------	-------

Proficient and Advanced 8th grade Mathematics		$\frac{5.7}{7.5}$	76.0%
---	--	-------------------	-------

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance		$\frac{10.0}{10.0}$	100.0%
------------	--	---------------------	--------

Re-enrollment in this school		$\frac{9.6}{10.0}$	96.0%
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TOTAL SCORE

TIER 1

$\frac{69.9}{100.0}$

69.9%

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

DC Public Charter School Board School Performance Report © 2013

Growth on DC-CAS Reading over time

Growth on DC-CAS Mathematics over time

MORE ABOUT 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 to similar students in other schools. For example, an MGP score of 62 means that, overall, the students in that school showed greater overall improvement than 62 percent of similar students in schools across the district.

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

What are the Performance Management Framework Pilots?

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). Over the course of these meetings, this task force developed the EC PMF Pilot. Each LEA was given the option to join the EC PMF Pilot or stay on its current Accountability Plan for the 2012–13 academic year. Twenty-six of the 36 LEAs serving pre-kindergarten through second grades decided to join the EC PMF Pilot.

Only the Office of the State Superintendent for Education can determine summative assessments that must be administered by every school. Since the state superintendent has not determined a statewide assessment for the youngest grades served in charter schools, LEAs still have a choice in the age-appropriate assessments they administer. The task force determined specific criteria that their assessments must meet to be approved on the EC PMF Assessment List. Currently, 35 assessments for PK3 through second grade are on the approved list for either progress or achievement, or both, that 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 Pilot, each assessment measures progress and/or achievement in reading and mathematics and uses the publisher-determined benchmarks to determine progress and achievement. To receive a “yes” on each target, schools must have 60 percent or more of students achieve the goal.

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

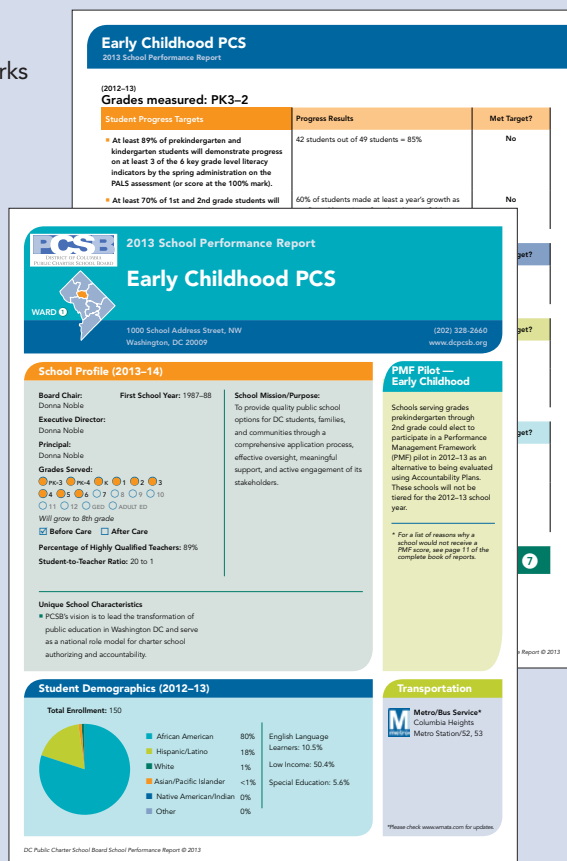
What is the Adult Education Performance Management Framework?

Since 2011, PCSB has collaborated with an Adult Education taskforce 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 and skills and their employability.

The AE PMF Pilot measures program effectiveness by tracking student progress, student achievement, 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 Pilot, please visit <https://pcsb-pmf.wikispaces.com/Adult+Education+PMF>.



What is an Accountability Plan?

As with the PMF, the Accountability Plan addresses student progress, student achievement, and gateway measures, as well as leading and other indicators. Unlike the PMF, schools and programs using the Accountability Plan are not tiered or rated for the 2012–13 school year. Accountability Plan results are determined by whether the school met or missed its established targets through data verification by PCSB staff.

For schools that have early childhood and adult education programs — and/or students in dedicated special education programs — PCSB has implemented the Accountability Plan system to measure academic performance.

Each school's Accountability Plan is developed in concert with PCSB staff, school leadership, and the school's board of trustees, and the Accountability Plan is approved by PCSB's board. Schools are provided guidance on the minimum and maximum number of targets to include in the Accountability Plan as well as criteria for identifying assessments and other performance measures. As such, each school's Accountability Plan contains appropriate measures to evaluate its unique student population and mission. However, it also makes it impossible to compare performance across schools serving the same grade levels.

During the 2012–13 school year, PCSB worked with school task forces to develop pilot frameworks to measure school performance in Early Childhood (EC) and Adult Education (AE). These frameworks will replace Accountability Plans during the 2013–14 school year. This year, all but 10 EC LEAs participated in the EC PMF pilot; therefore, the reports for those 10 LEAs will show results from their Accountability Plan. AE programs will show AE PMF Pilot results and Accountability Plan results.

2013 School Performance Report		
Washington PCS		
1000 School Address Street, NW Washington, DC 20009 (202) 328-2660 www.dcpsb.org		
School Profile (2013–14)		Accountability Plans
Board Chair: Doreen Noble	First School Year: 1987–88	School Mission/Purpose:
For schools that do not use a Performance Review framework, the Accountability Plan academic performance tool met or exceeded established approved targets with a score of 11 of the reports.		
Washington PCS		
2013 School Performance Report		
(2012–13)		
Grades measured: PK3–2		
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> At least 80% of prekindergarten and kindergarten students will demonstrate progress on at least 3 of the 6 key grade level literacy indicators by the spring administration on the PALS assessment (or score at the 100% mark). At least 70% of 1st and 2nd grade students will make at least the projected level of a year's growth on the DRA. 	42 students out of 49 students = 85% 60% of students made at least a year's growth as confirmed by review of student literacy folders with DRA assessments.	No No
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> At least 70% of students in kindergarten and 1st and 2nd grades will score at or above grade level on the DRA. 	62% of students scored at or above grade level as confirmed by review of student literacy folders with DRA assessments.	No
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, students will attend school at least 91% of the days. At least 85% of eligible students in grades prekindergarten through 2nd will re-enroll at CCPCS for the next school year. 	On average, 95.5% students attended school as confirmed by review of OLAMS report. 92.6% of students in grades PK–2nd re-enrolled at CCPCS for the 2010–11 school year as confirmed by OLAMS report.	Yes Yes
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> At least 95% of parents or guardians of students in prekindergarten through grade 2 will participate in a parent conference. At least 85% of kindergarten through 2nd grade students will score at grade level on the spring writing assessment. Grade level target scores: K=1.5, 1st = 2.0, and 2nd = 3.0. 	100% of parents participated in parent conferences as confirmed by review of sign-in sheets. 97.3% of students scored at or above grade level based on a review of student work, score sheets, and attached rubric. Some writing was scored by two reviewers and others by one.	Yes Yes
TOTAL TARGETS MET		4 OF 7
*Unable to verify performance results due to lack of primary source data.		
DC Public Charter School Board School Performance Report © 2013		

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?

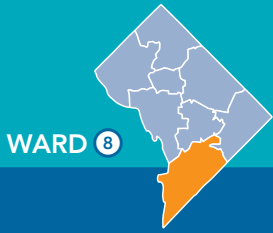
Read the School Performance Report online at www.dcpsb.org, or pick up a printed copy at your local library, where you can find PCSB's parent guide to the reports as well. You also can download the mobile app *MyDCcharters* in the App Store or Android Marketplace or at dcpsb.boopsie.com. The app has school performance data and helps you look for public charter schools near you.

2013

Individual Public Charter School Performance Reports



2013 School Performance Report



WARD 8

Achievement Preparatory Academy PCS – Middle

908 Wahler Place, SE
Washington, DC 20032

202-562-1214

www.aprepacademy.org

Tier

2013 Score:
85.5%

1

2012 Score: **86.3%**

1

2011 Score: **81.5%**

1

School Profile (2013–14)

Board Chair:

John Green

Executive Director:

Shantelle Wright

Principal:

Susan Cannon, Chief Academic Officer

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a K–8 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 18 to 1

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

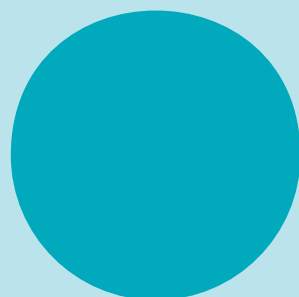
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 315



African American	100.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 89.0%
White	0.0%	Special Education: 18.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
A6, A7; 46; M8, M9; W2

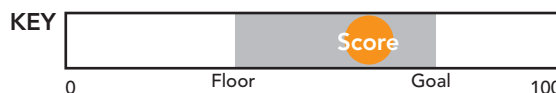
*Please check www.wmata.com for updates.

Achievement Preparatory Academy PCS – Middle

2013 School Performance Report

(2012–13)

Grades measured: 4–8



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{15.2}{20.0}$

76.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.2}{5.0}$

44.0%

Advanced only



$\frac{0.43}{1.25}$

34.4%

Elementary grades DC-CAS Mathematics

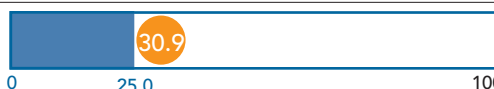
Proficient and Advanced



$\frac{4.0}{5.0}$

80.0%

Advanced only



$\frac{1.25}{1.25}$

100.0%

Middle grades DC-CAS Reading

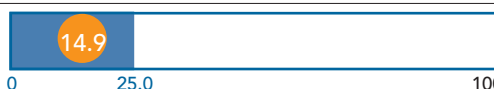
Proficient and Advanced



$\frac{2.9}{5.0}$

58.0%

Advanced only



$\frac{0.75}{1.25}$

60.0%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{4.0}{5.0}$

80.0%

Advanced only



$\frac{1.25}{1.25}$

100.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



—

N/A

Proficient and Advanced 8th grade Mathematics



$\frac{15.0}{15.0}$

100.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.5}{10.0}$

85.0%

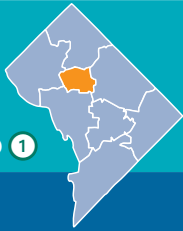
TOTAL SCORE

TIER 1

$\frac{85.5}{100.0}$

85.5%

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



AppleTree Early Learning PCS – Columbia Heights

2750 14th Street, NW
Washington, DC 20009

202-667-9490

www.appletreeinstitute.org

School Profile (2013–14)

Board Chair:

Jack McCarthy

Principal:

Ryan Tauriainen

Grades Served:

☒ PK-3
 ☒ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 7 to 1

First School Year: 2007–08

School Mission/Purpose:

AppleTree Early Learning Public Charter School's (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS 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.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

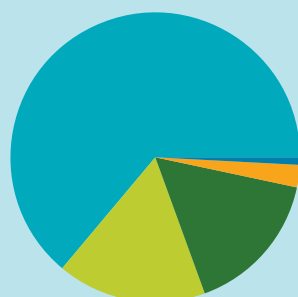
* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Unique School Characteristics

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

Student Demographics (2012–13)

Total Enrollment: 161



African American	64.0%	English Language Learners: 30.4%
Hispanic/Latino	16.8%	Low Income: 69.6%
White	16.1%	Special Education: 6.2%
Asian/Pacific Islander	2.5%	
Native American/Indian	0.6%	
Other	0.0%	

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/52, 53, 54

*Please check www.wmata.com for updates.

AppleTree Early Learning PCS – Columbia Heights

2013 School Performance Report

(2012–13)

Grades measured: PK3–PK4

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	95.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability. 	79.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 89.7%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment. 	The school obtained an average score of 3.1 on Instructional Support, 6.0 on Emotional Support, and 5.8 on Classroom Management.	Yes

TOTAL TARGETS MET	4 OF 4
--------------------------	----------------------



WARD 6

AppleTree Early Learning PCS – Lincoln Park

138 12th Street, NE
Washington, DC 20002

202-621-6581

www.appletreeinstitute.org

School Profile (2013–14)

Board Chair:

Jack McCarthy

Principal:

Karen Lamonth

Grades Served:

☒ PK-3
 ☒ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 7 to 1

School Mission/Purpose:

AppleTree Early Learning Public Charter School's (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS 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
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

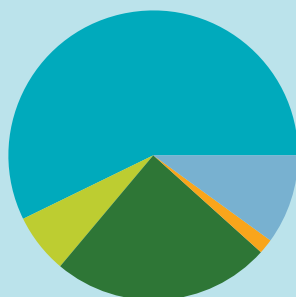
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 61



African American	57.4%	English Language Learners: 1.6%
Hispanic/Latino	6.6%	Low Income: 47.5%
White	24.6%	Special Education: 4.9%
Asian/Pacific Islander	1.6%	
Native American/Indian	0.0%	
Other	9.8%	

Transportation



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

*Please check www.wmata.com for updates.

AppleTree Early Learning PCS – Lincoln Park

2013 School Performance Report

(2012–13)

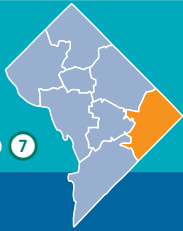
Grades measured: PK3–PK4

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	98.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability. 	94.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 97.3%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment. 	The school obtained an average score of 4.1 on Instructional Support, 6.1 on Emotional Support, and 5.8 on Classroom Management.	Yes

TOTAL TARGETS MET	4 OF 4
--------------------------	----------------------



AppleTree Early Learning PCS – Oklahoma Avenue

330 21st Street, NE
Washington, DC 20002

202-525-7807

www.appletreeinstitute.org

School Profile (2013–14)

Board Chair:

Jack McCarthy

Principal:

Ntaka Wellington

Grades Served:

☒ PK-3
 ☒ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 7 to 1

School Mission/Purpose:

AppleTree Early Learning Public Charter School's (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS 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
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

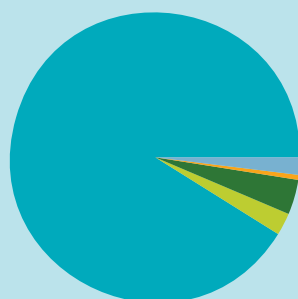
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 162



African American	91.4%	English Language Learners: 1.9%
Hispanic/Latino	2.5%	Low Income: 76.5%
White	3.7%	Special Education: 2.5%
Asian/Pacific Islander	0.6%	
Native American/Indian	0.0%	
Other	1.9%	

Transportation



Metro/Bus Service*
Stadium–Armory Metro Station/D6

*Please check www.wmata.com for updates.

AppleTree Early Learning PCS – Oklahoma Avenue

2013 School Performance Report

(2012–13)

Grades measured: PK3–PK4

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	99.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability. 	82.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 91.4%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment. 	The school obtained an average score of 3.6 on Instructional Support, 6.2 on Emotional Support, and 5.6 on Classroom Management.	Yes

TOTAL TARGETS MET	4 OF 4
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WARD 8

AppleTree Early Learning PCS – Southeast

2011 Savannah Street, SE (Parklands campus) | 2017 Savannah Terrace, SE (Douglas Knoll campus) 202-506-1890
Washington, DC 20020 www.appletreeinstitute.org

School Profile (2013–14)

Board Chair:

Jack McCarthy

Principal:

Shelton Lee

Grades Served:

☒ PK-3
 ☒ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 7 to 1

First School Year: 2011–12

School Mission/Purpose:

AppleTree Early Learning Public Charter School's (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS 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
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

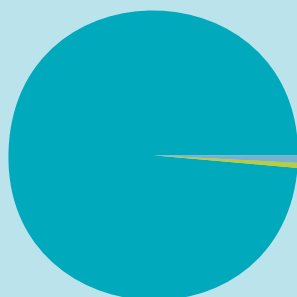
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 172



African American	98.8%	English Language Learners: 0.0%
Hispanic/Latino	0.6%	Low Income: 93.0%
White	0.0%	Special Education: 3.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.6%	

Transportation



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

*Please check www.wmata.com for updates.

AppleTree Early Learning PCS – Southeast

2013 School Performance Report

(2012–13)

Grades measured: PK3–PK4

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	93.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability. 	85.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 88.0%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment. 	The school obtained an average score of 3.6 on Instructional Support, 5.9 on Emotional Support, and 5.3 on Classroom Management.	Yes

TOTAL TARGETS MET	4 OF 4
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WARD 6

AppleTree Early Learning PCS – Southwest

401 I Street, SW (Amidon campus) | 680 I Street, SW (Riverside campus)
Washington, DC 20024

202-646-0094

www.appletreeinstitute.org

School Profile (2013–14)

Board Chair:

Jack McCarthy

Principal:

Jevonna Willis

Grades Served:

☒ PK-3
 ☒ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK network

☐ Before Care
 ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 7 to 1

School Mission/Purpose:

AppleTree Early Learning Public Charter School's (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS 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
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Extended day aligned with the classroom curriculum; vouchers accepted

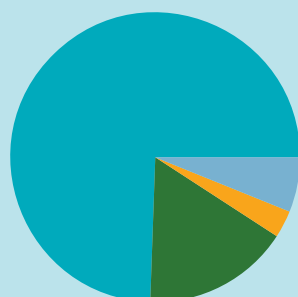
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 83



African American	74.5%	English Language Learners: 14.5%
Hispanic/Latino	0.0%	Low Income: 63.3%
White	16.4%	Special Education: 6.0%
Asian/Pacific Islander	3.0%	
Native American/Indian	0.0%	
Other	6.0%	

Transportation



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

*Please check www.wmata.com for updates.

AppleTree Early Learning PCS – Southwest

2013 School Performance Report

(2012–13)

Grades measured: PK3–PK4

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	96.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability. 	82.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88.0% of the days. 	The average daily attendance was 89.2%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment. 	The school obtained an average score of 4.0 on Instructional Support, 6.0 on Emotional Support, and 5.5 on Classroom Management.	Yes

TOTAL TARGETS MET	4 OF 4
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WARD 7

5300 Blaine Street, NE
Washington, DC 20019

202-398-6811

www.artstechacademy.org

Arts and Technology Academy PCS

School Profile (2013–14)

Board Chair: First School Year: 1999–2000

Kimberly A. Smith

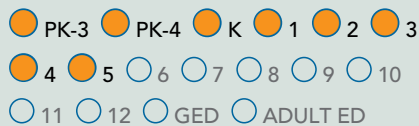
Executive Director:

Allison L. Artis

Principal:

Corbet Houston

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:

The Arts and Technology Academy partners with our children and families to help students achieve their highest potential by providing an academically and artistically rich foundation infused with technology that is designed to foster intellectual mastery, creative exploration, critical thinking, and social skills.

Unique School Characteristics

- Accredited by Middle States Commission on Elementary Schools
- Arts and technology focus
- Standards-based curriculum
- Extended learning opportunities such as Saturday School and after-school tutoring
- Newly renovated classrooms and technology
- Safe and nurturing learning environment

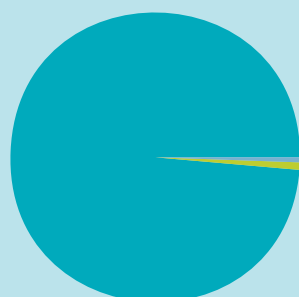
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 629



African American	98.7%	English Language Learners: 0.6%
Hispanic/Latino	1.0%	Low Income: 95.0%
White	0.0%	Special Education: 10.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.3%	

Transportation



Metro/Bus Service*

Benning Road or Capitol Heights Metro Station/96, 97; U5, U6; W4

**Please check www.wmata.com for updates.*

Arts and Technology Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	73.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	63.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	71.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of students kindergarten through second grade will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	92.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 89.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.3%.	Yes

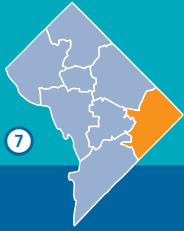
TOTAL TARGETS MET

7 OF 7



2013 School Performance Report

WARD 7



Arts and Technology Academy PCS

5300 Blaine Street, NE
Washington, DC 20019

202-398-6811

www.artstechacademy.org

Tier

2013 Score:
31.9%

3

2012 Score: **34.0%**

3

2011 Score: **41.4%**

2

School Profile (2013–14)

Board Chair:

Kimberly A. Smith

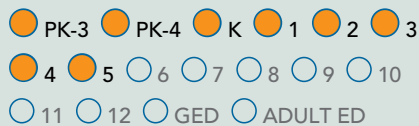
Executive Director:

Allison L. Artis

Principal:

Corbet Houston

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 25 to 1

School Mission/Purpose:

The Arts and Technology Academy partners with our children and families to help students achieve their highest potential by providing an academically and artistically rich foundation infused with technology that is designed to foster intellectual mastery, creative exploration, critical thinking, and social skills.

Unique School Characteristics

- Accredited by Middle States Commission on Elementary Schools
- Arts and technology focus
- Standards-based curriculum
- Extended learning opportunities such as Saturday School and after-school tutoring
- Newly renovated classrooms and technology
- Safe and nurturing learning environment

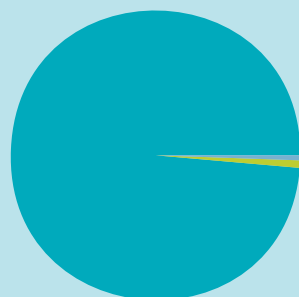
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 629



African American	98.7%	English Language Learners: 0.6%
Hispanic/Latino	1.0%	Low Income: 95.0%
White	0.0%	Special Education: 10.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.3%	

Transportation



Metro/Bus Service*

Benning Road or Capitol Heights Metro Station/96, 97; U5, U6; W4

*Please check www.wmata.com for updates.

Arts and Technology Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–5

KEY

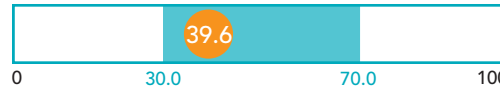


Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{4.8}{20.0}$

24.0%

Growth on DC-CAS Mathematics over time



$\frac{5.0}{20.0}$

25.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{1.5}{10.0}$

15.0%

Advanced only



$\frac{0.3}{2.5}$

12.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{1.9}{10.0}$

19.0%

Advanced only

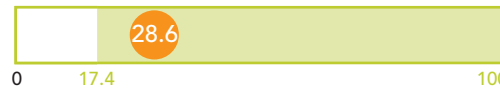


$\frac{0.3}{2.5}$

12.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{2.0}{15.0}$

13.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{8.3}{10.0}$

83.0%

Re-enrollment in this school



$\frac{7.8}{10.0}$

78.0%

TOTAL SCORE

TIER 3

$\frac{31.9}{100.0}$

31.9%

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



BASIS DC PCS

410 8th Street, NW
Washington, DC 20004

202-393-5437
www.basisdc.org

**This school is not receiving a PMF rank this year because it first opened in the 2012–13 school year. Data have been reported on all measures, where available. It will receive a rank beginning in the 2013–14 school year.*

School Profile (2013–14)

Board Chair:

Craig Barrett, Ph.D.

First School Year: 2012–13

Principal:

Sean Aiken

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Will grow to 12th grade

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 17 to 1

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.

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 fifth grade

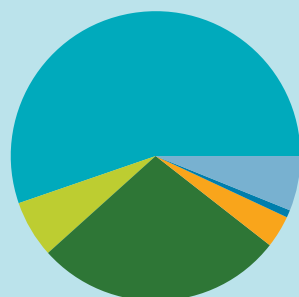
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 443



African American	55.3%	English Language Learners: 1.1%
Hispanic/Latino	6.5%	Low Income: 40.2%
White	27.8%	Special Education: 4.7%
Asian/Pacific Islander	3.6%	
Native American/Indian	0.9%	
Other	5.9%	

Transportation



Metro/Bus Service*

Archives-Navy Memorial or Gallery
Place-Chinatown Metro Station

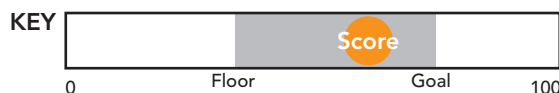
*Please check www.wmata.com for updates.

BASIS DC PCS

2013 School Performance Report

(2012–13)

Grades measured: 5–8



Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

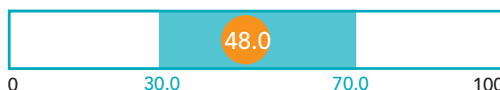
Growth on DC-CAS Reading over time



$\frac{11.0}{20.0}$

55.0%

Growth on DC-CAS Mathematics over time



$\frac{9.0}{20.0}$

45.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{7.4}{10.0}$

74.0%

Advanced only



$\frac{2.5}{2.5}$

100.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{6.7}{10.0}$

67.0%

Advanced only



$\frac{2.5}{2.5}$

100.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{11.5}{15.0}$

76.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



—

N/A

TOTAL SCORE

$\frac{60.6}{90.0}$

67.3%

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



2013 School Performance Report



WARD 1

Booker T. Washington PCS

1346 Florida Avenue, NW
Washington, DC 20009

202-232-6090
www.btwschool.org

Tier

2013 Score:
22.9%

3

2012 Score: **30.0%**

3

2011 Score: **36.1%**

2

School Profile (2013–14)

Board Chair: Richard A. English, Ph.D.
First School Year: 1999–2000

Principal: G. Hope Asterilla, Ph.D.

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☒ 9
 ☒ 10
 ☒ 11
 ☒ 12
 ☒ GED
 ☒ ADULT ED

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not applicable

School Mission/Purpose:

The mission of Booker T. Washington Public Charter School for Technical Arts is to educate students in grades 9–12, adults, and others for the construction and building trades, including carpentry, plumbing, AutoCAD, HVAC, stationary steam engineering, GED, National External Degree Program, and prepare them for lifelong learning; educate students to meet college matriculation requirements; train students for construction apprenticeship programs; develop life skills for long-term success; and create opportunities for employment and entrepreneurship.

Unique School Characteristics

- Curriculum for college-bound students, GED preparation, workplace skills development, and career and technical training programs
- Nationally NCCER-certified in carpentry, plumbing, electrical wiring, AutoCAD, and job internships
- Men's and women's basketball programs

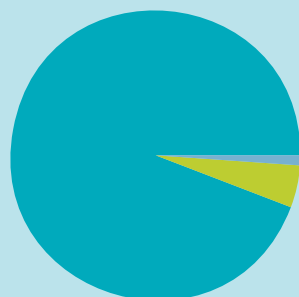
Tier Explanations

- 1 High Performing** (65.0–100)
- 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 (2012–13)

Total Enrollment: 362



African American	94.2%	English Language Learners: 1.9%
Hispanic/Latino	4.7%	Low Income: 100.0%
White	0.0%	Special Education: 13.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	1.1%	

Transportation



Metro/Bus Service*
U Street Metro
Station/52, 53, 54

*Please check www.wmata.com for updates.

Booker T. Washington PCS

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

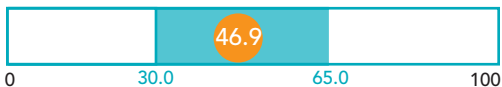


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{3.6}{7.5}$

48.0%

Growth on DC-CAS Mathematics over time



$\frac{0.0}{7.5}$

0.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.3}{2.5}$

12.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{0.0}{5.0}$

0.0%

Gateway (30 points): Outcomes aligned to college and career readiness

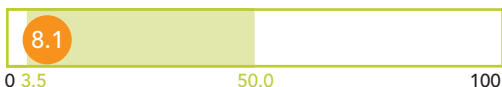
Graduation rate



$\frac{1.0}{7.5}$

13.3%

PSAT performance (11th)



$\frac{0.7}{7.5}$

9.3%

SAT performance (12th)



$\frac{0.6}{7.5}$

8.0%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{4.1}{10.0}$

41.0%

Re-enrollment in this school



$\frac{3.2}{10.0}$

32.0%

9th grade credits (on track to graduate)



$\frac{1.9}{5.0}$

38.0%

TOTAL SCORE

TIER 3

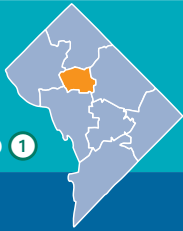
$\frac{22.9}{100.0}$

22.9%

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

Booker T. Washington PCS

WARD 1



1346 Florida Avenue, NW
Washington, DC 20009

202-232-6090

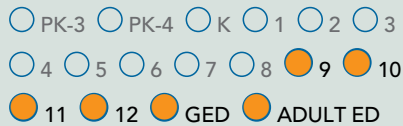
www.btwschool.org

School Profile (2013–14)

Board Chair: First School Year: 1999–2000
Richard A. English, Ph.D.

Principal:
G. Hope Asterilla, Ph.D.

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:

The mission of Booker T. Washington Public Charter School for Technical Arts is to educate students in grades 9–12, adults, and others for the construction and building trades, including carpentry, plumbing, AutoCAD, HVAC, stationary steam engineering, GED, National External Degree Program, and prepare them for lifelong learning; educate students to meet college matriculation requirements; train students for construction apprenticeship programs; develop life skills for long-term success; and create opportunities for employment and entrepreneurship.

Unique School Characteristics

- Curriculum for college-bound students, GED preparation, workplace skills development, and career and technical training programs
- Nationally NCCER-certified in carpentry, plumbing, electrical wiring, AutoCAD, and job internships
- Men's and women's basketball programs

Accountability Plans

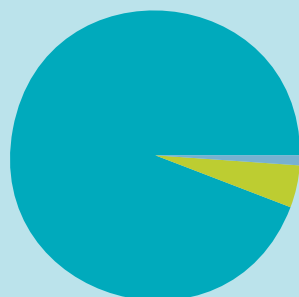
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Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 362



African American	94.2%	English Language Learners: 1.9%
Hispanic/Latino	4.7%	Low Income: 100.0%
White	0.0%	Special Education: 13.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	1.1%	

Transportation



Metro/Bus Service*
U Street Metro
Station/52, 53, 54

*Please check www.wmata.com for updates.

Booker T. Washington PCS

2013 School Performance Report

(2012–13)

Grades measured: Adult Ed

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of students whose CASAS Life and Work and Employability pre-test scores are 153–201 will progress five points on the CASAS life and Work and Employability Reading and Math assessments for those who post-test. 	78.4% (29 of 37 students) progressed 5 points.	Yes
<ul style="list-style-type: none"> 70% of students whose CASAS reading and math pre-test score is 211+ will progress three points on the CASAS Life and Work and Employability assessments for those who post-test. 	78.4% (40 of 51 students) progressed 3 points.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 80% of Virtual Enterprise Program students receive certificates for the completion of the following: Computer Literacy, Office Machines, MS Word, Excel, Data Entry, Keyboarding (40wpm), and/or Entrepreneurship. 	100.0% (11 of 11 students) of Virtual Enterprise Program students.	Yes
<ul style="list-style-type: none"> 80% of Career Preparation Training students will be awarded at least two certificates: OSHA-10 licensure hours; CPR Certificate, Flagger Certificate, HVAC Certificate, Plumbing Certificate. 	90.4% (75 of 83 students) of Career Preparation Training students were awarded 2 certificates or more.	Yes
<ul style="list-style-type: none"> 25% of GED students at the Adult Secondary and Advanced Secondary levels who pass all five subject areas of GED Practice Tests will pass the official GED exam. 	100.0% of GED students (5 of 5 students) passed the official GED.	Yes
<ul style="list-style-type: none"> 70% of the National External Diploma Program (NEDP) students enrolled by October 5, 2012 will have completed all NEDP requirements for a high school diploma by June 2013. 	90.9% (20 of 22 students) earned the National External Diploma by June 2013.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> GED student average attendance rate will be 70%. 	GED student average attendance rate was 71.6%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of GED students will achieve at least three life skill goals within six months after enrollment. 	78.1% of GED students achieved at least three life skill goals within six months after enrollment.	Yes

Booker T. Washington PCS

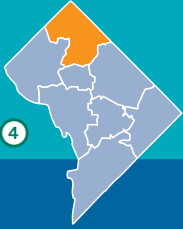
2013 School Performance Report

TOTAL TARGETS MET

8 OF 8

Bridges PCS

WARD 4



1250 Taylor Street, NW
Washington, DC 20011

202-545-0515

www.bridgespcs.org

School Profile (2013–14)

Board Chair:

Vincent Baxter

First School Year: 2005–06

Principal:

Olivia Smith

Grades Served:

☒ PK-3
 ☒ PK-4
 ☒ K
 ☒ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Will grow to fifth grade

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100.0%

Student-to-Teacher Ratio: Inclusive classrooms: 8 to 1; high-level special education classrooms: 4 to 2

School Mission/Purpose:

Bridges Public Charter School's mission is to provide an exemplary educational program that includes all students. Our developmentally appropriate, student- and family-centered educational approach nurtures students to expand their developmental skills in order to build a foundation for lifelong learning.

Unique School Characteristics

- Received approval for elementary school expansion 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 2013 Reader's Choice poll
- Hands-on, student-centered approach to instruction

Accountability Plans

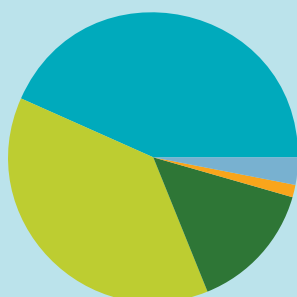
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Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 143



African American	43.4%	English Language Learners: 42.0%
Hispanic/Latino	37.8%	Low Income: 67.8%
White	14.7%	Special Education: 25.2%
Asian/Pacific Islander	1.4%	
Native American/Indian	0.0%	
Other	2.8%	

Transportation



Metro/Bus Service*

Georgia Avenue–Petworth Station/52, 53, 54; 70; S1, S2, S4

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: PK3–K

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate a gain of four standard scale points or score at or above the benchmark of 85 on the Peabody Picture Vocabulary Test assessment. 	92.7% of students met this goal.	Yes
<ul style="list-style-type: none"> 75% of pre-kindergarten-3 students will increase their scores by six letters or will master at least 11 letters by the spring administration on the Individual Growth and Development Indicators assessment. 	91.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 80% of pre-kindergarten-4 students will increase their scores by six letters or will master at least 16 letters by the spring administration on the Individual Growth and Development Indicators assessment. 	88.6% of students met this goal.	Yes
<ul style="list-style-type: none"> 80% of kindergarten students will be on or above a level D or higher or will increase their reading level by two reading skill development levels by the spring administration of the Fountas and Pinnell Reading assessment. 	58.0% of students met this goal.	No
<ul style="list-style-type: none"> 80% of kindergarten students will know 25 sight words or more or will increase the number of sight words that they will recognize by 10 words by the spring administration of the Fountas and Pinnell Reading assessment. 	81.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 80% of kindergarten students will know 52 letters (upper and lower case) or increase the number of letters that they recognize by 20 letters by the spring administration of the Fountas and Pinnell Reading assessment. 	85.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance was 95.6%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 80% of parents or guardians will report being satisfied or highly satisfied with the school on the end of the year parent satisfaction survey. 	92.9% of parents surveyed reported being satisfied or highly satisfied.	Yes

TOTAL TARGETS MET	8 OF 9
--------------------------	---------------



WARD 1

Briya PCS (former Education Strengthens Families PCS)

2333 Ontario Road, NW
Washington, DC 20009

202-797-7337
www.briya.org

School Profile (2013–14)

Board Chair:

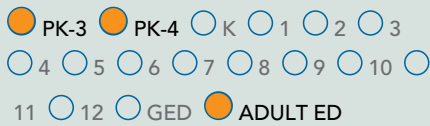
Daniela Carozza

First School Year: 2006–07

Principal:

Christie McKay

Grades Served:



☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not applicable

Student-to-Teacher Ratio: 6 to 1

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 credential preparation in English and Spanish
- Recipient of the Washington Area Women's Foundation Leadership Award
- Accredited by the Middle States Association of Colleges and Schools

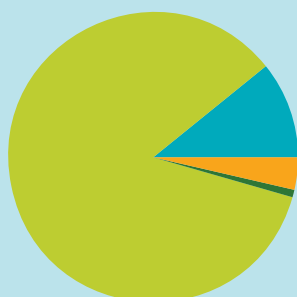
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 435



African American	11.0%	English Language Learners: 88.0%
Hispanic/Latino	84.6%	Low Income: 96.8%
White	0.9%	Special Education: 2.1%
Asian/Pacific Islander	3.4%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
S1, S2, S4

**Please check www.wmata.com for updates.*

Briya PCS (former Education Strengthens Families PCS)

2013 School Performance Report

(2012–13)

Grades measured: PK3–PK4

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment. 	97.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in mathematics on the Teaching Strategies GOLD assessment. 	92.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 92.8%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth for their age by the Spring administration in the Social Emotional domain of the GOLD assessment. 	97.0% of students met this goal.	Yes

TOTAL TARGETS MET

4 OF **4**



WARD 1

Briya PCS (former Education Strengthens Families PCS)

2333 Ontario Road, NW
Washington, DC 20009

202-797-7337
www.briya.org

School Profile (2013–14)

Board Chair:
Daniela Carozza

First School Year: 2006–07

Principal:
Christie McKay

Grades Served:

☒ PK-3
 ☒ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☒ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not applicable

Student-to-Teacher Ratio: 28 to 1

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 credential preparation in English and Spanish
- Recipient of the Washington Area Women's Foundation Leadership Award

Accountability Plans

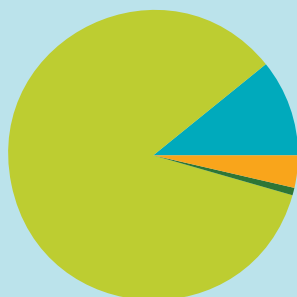
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Student Demographics (2012–13)

Total Enrollment: 435



African American	11.0%	English Language Learners: 88.0%
Hispanic/Latino	84.6%	Low Income: 96.8%
White	0.9%	Special Education: 2.1%
Asian/Pacific Islander	3.4%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
S1, S2, S4

*Please check www.wmata.com for updates.

Briya PCS (former Education Strengthens Families PCS)

2013 School Performance Report

(2012–13)

Grades measured: Adult Ed/Family Literacy

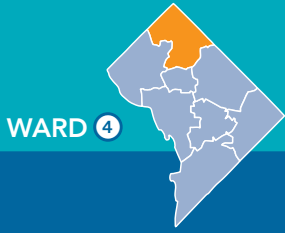
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of adult students with CASAS Life and Work pre-test scores between 153–210 will progress five points on the CASAS Life and Work assessment for those who post-test. 	85.4% of participating students progressed 5 points.	Yes
<ul style="list-style-type: none"> 70% of adult students with CASAS Life and Work pre-test scores greater than 210 will progress three points on the CASAS Life and Work assessment or the Functional Writing assessment for those who post-test. 	74.8% of participating students progressed 3 points.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of adult students who complete 120 hours of Child Development Associate (CDA) instruction will pass the certification practice exam. 	88.0% of participating students passed the practice exam.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 70% of parents enrolled for at least six months will score 5 or above on the Family Reading Journal Rubric. 	79.3% of participating students scored 5 or greater.	Yes
<ul style="list-style-type: none"> 70% of adult students who complete the required 120 hours of CDA instruction will complete a professional resource file with the rubric rating of "acceptable" on 30 criteria. 	100.0% of participating students achieved a rating of acceptable on the professional resource file.	Yes

TOTAL TARGETS MET

5 OF **5**



WARD 4

Capital City PCS – Lower School

100 Peabody Street, NW
Washington, DC 20011

202-808-9800
www.cccps.org

Total Score:* **37.1%**

**This campus will not receive a tier this year because this LEA added an additional campus and reconfigured the grade levels at its existing campus, which resulted in significant changes to the student population at each campus.*

School Profile (2013–14)

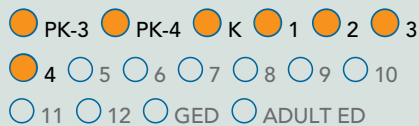
Board Chair:
Simmons Lettre

First School Year: 2000–01

Executive Director:
Karen Dresden

Principal:
Amy Wendel

Grades Served:



Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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

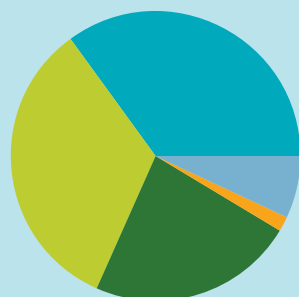
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 325



African American	35.1%	English Language Learners: 28.3%
Hispanic/Latino	33.5%	Low Income: 55.4%
White	22.8%	Special Education: 9.5%
Asian/Pacific Islander	1.8%	
Native American/Indian	0.0%	
Other	6.8%	

Transportation



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

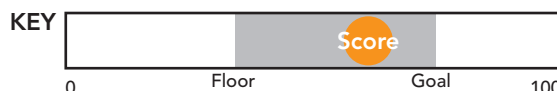
*Please check www.wmata.com for updates.

Capital City PCS – Lower School

2013 School Performance Report

(2012–13)

Grades measured: 3–4



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{3.5}{20.0}$

17.5%

Growth on DC-CAS Mathematics over time



$\frac{1.0}{20.0}$

5.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{2.8}{10.0}$

28.0%

Advanced only

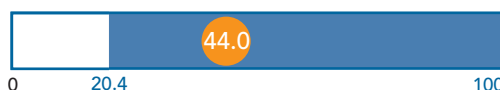


$\frac{1.3}{2.5}$

52.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{3.0}{10.0}$

30.0%

Advanced only



$\frac{1.6}{2.5}$

64.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{3.9}{15.0}$

26.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{10.0}{10.0}$

100.0%

TOTAL SCORE

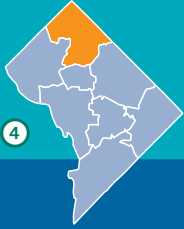
$\frac{37.1}{100.0}$

37.1%

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

Capital City PCS – Lower School

WARD 4



100 Peabody Street, NW
Washington, DC 20011

202-808-9800

www.ccpccs.org

School Profile (2013–14)

Board Chair:

Simmons Lettre

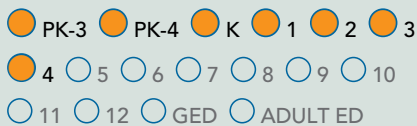
Executive Director:

Karen Dresden

Principal:

Amy Wendel

Grades Served:



Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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

Accountability Plans

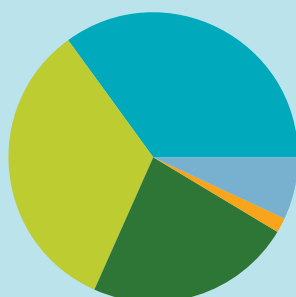
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Student Demographics (2012–13)

Total Enrollment: 325



African American	35.1%	English Language Learners: 10.8%
Hispanic/Latino	33.5%	Low Income: 55.4%
White	22.8%	Special Education: 9.5%
Asian/Pacific Islander	1.8%	
Native American/Indian	0.0%	
Other	6.8%	

Transportation



Metro/Bus Service*

Fort Totten or Takoma
Metro Station/62, 63; K2

*Please check www.wmata.com for updates.

Capital City PCS – Lower School

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 89% of pre-kindergarten through kindergarten students will demonstrate progress on at least three of the six key grade level literacy indicators, or score 100%, by the spring administration on the Phonemic Awareness Literacy Screening assessment. 	95.0% of students demonstrated progress or scored at the 100% mark.	Yes
<ul style="list-style-type: none"> 70% of first- and second-grade students will make at least the projected level of growth on the Developmental Reading assessment. 	68.0% of students made at least a year of growth.	No

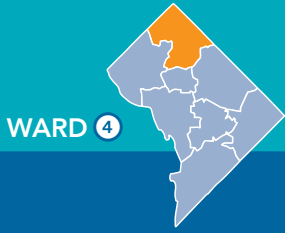
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will score at or above grade level in reading on the Developmental Reading assessment. 	57.0% of students scored at or above grade level.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten through second-grade students will attend school 91% of the days. 	The average daily attendance was 98.2%	Yes
<ul style="list-style-type: none"> At least 85% of eligible pre-kindergarten through second-grade students will re-enroll. 	94.1% of students re-enrolled for the 2012–13 school year.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> At least 95% of parents or guardians of pre-kindergarten through second-grade students will participate in a parent conference. 	99.0% of parents participated in parent conferences.	Yes
<ul style="list-style-type: none"> At least 85% of kindergarten through second-grade students will score at grade level on the 6+1 Writing Traits spring assessment. 	93.0% of students scored at or above grade level.	Yes

TOTAL TARGETS MET

5 OF **7**



WARD 4

Capital City PCS – Middle School

100 Peabody Street, NW
Washington, DC 20011

202-808-9800
www.cccps.org

Total Score:* **46.7%**

**This campus will not receive a tier this year because this LEA added an additional campus and reconfigured the grade levels at its existing campus, which resulted in significant changes to the student population at each campus.*

School Profile (2013–14)

Board Chair:
Simmons Lettre

First School Year: 2012–13

Executive Director:
Karen Dresden

Principal:
Laina Cox

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☒ 6
 ☒ 7
 ☒ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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

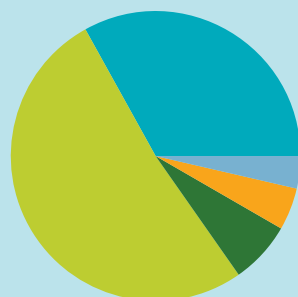
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 298



African American	33.2%	English Language Learners: 29.9%
Hispanic/Latino	51.7%	Low Income: 74.2%
White	7.0%	Special Education: 19.1%
Asian/Pacific Islander	4.7%	
Native American/Indian	0.0%	
Other	3.4%	

Transportation



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

*Please check www.wmata.com for updates.

Capital City PCS – Middle School

2013 School Performance Report

(2012–13)

Grades measured: 5–8

KEY

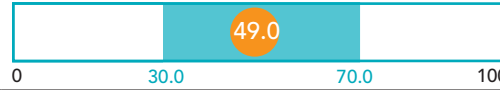


Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{9.5}{20.0}$

47.5%

Growth on DC-CAS Mathematics over time



$\frac{2.5}{20.0}$

12.5%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{4.7}{10.0}$

47.0%

Advanced only

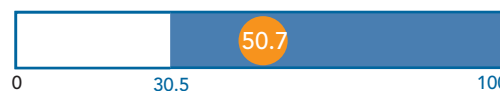


$\frac{0.9}{2.5}$

36.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{2.9}{10.0}$

29.0%

Advanced only



$\frac{1.2}{2.5}$

48.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

**Proficient and Advanced 8th grade
Mathematics**



$\frac{8.2}{15.0}$

54.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{6.8}{10.0}$

68.0%

TOTAL SCORE

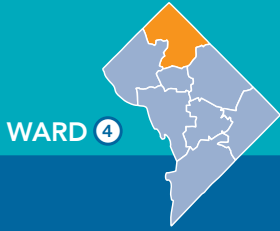
$\frac{46.7}{100.0}$

46.7%

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



2013 School Performance Report



WARD 4

Capital City PCS – High School

100 Peabody Street, NW
Washington, DC 20011

202-808-9800
www.cccps.org

Tier

2013 Score:
66.4%

1

2012 Score: **53.9%**

2

2011 Score: **64.6%**

2

School Profile (2013–14)

Board Chair:

Simmons Lettre

Executive Director:

Karen Dresden

Principal:

Belicia Reaves

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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

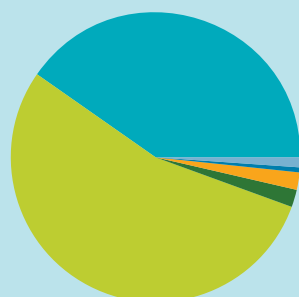
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 321



African American	40.5%	English Language Learners: 15.6%
Hispanic/Latino	54.2%	Low Income: 79.1%
White	1.9%	Special Education: 19.6%
Asian/Pacific Islander	1.9%	
Native American/Indian	0.6%	
Other	1.0%	

Transportation



Metro/Bus Service*

Fort Totten or Takoma
Metro Station/62, 63; K2

*Please check www.wmata.com for updates.

Capital City PCS – High School

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

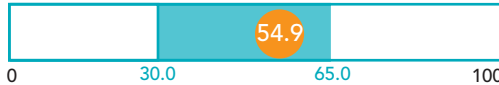


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

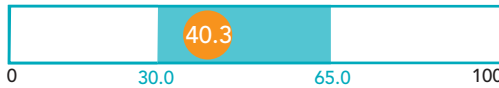
Growth on DC-CAS Reading over time



$\frac{5.3}{7.5}$

70.7%

Growth on DC-CAS Mathematics over time



$\frac{2.2}{7.5}$

29.3%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{6.3}{10.0}$

63.0%

Advanced only



$\frac{2.2}{2.5}$

88.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{5.2}{10.0}$

52.0%

Advanced only



$\frac{0.1}{2.5}$

4.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{3.3}{5.0}$

66.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{3.3}{7.5}$

44.0%

PSAT performance (11th)



$\frac{4.6}{7.5}$

61.3%

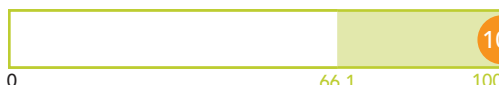
SAT performance (12th)



$\frac{4.7}{7.5}$

62.7%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{9.6}{10.0}$

96.0%

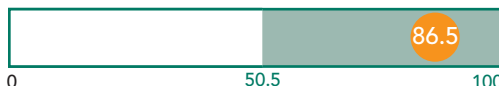
Re-enrollment in this school



$\frac{8.5}{10.0}$

85.0%

9th grade credits (on track to graduate)



$\frac{3.6}{5.0}$

72.0%

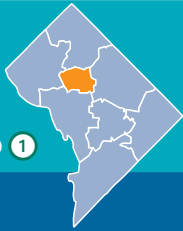
TOTAL SCORE

TIER 1

$\frac{66.4}{100.0}$

66.4%

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



Carlos Rosario International PCS – Harvard Street

1100 Harvard Street, NW
Washington, DC 20009

202-797-4700

www.carlosrosario.org

School Profile (2013–14)

Board Chair:

Alberto Gomez

President and Founder:

Sonia Gutierrez

Chief Academic Officer:

Allison R. Kokkoros

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☒ GED ☒ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not applicable

Student-to-Teacher Ratio: 21 to 1

School Mission/Purpose:

To provide education to the immigrant population of Washington, DC, to prepare them to become citizens and invested members of American society, who ultimately give back to family and community the help they initially receive.

Unique School Characteristics

- Recognized by the U.S. Department of Education as a national model in adult education; hosts visits from more than 150 international businesses and other dignitaries annually
- Partnerships 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

Accountability Plans

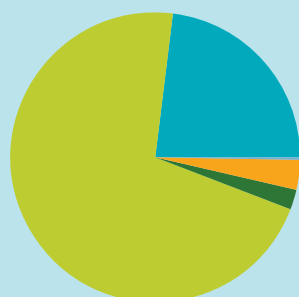
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 2402



African American	23.2%	English Language Learners: 92.8%
Hispanic/Latino	71.1%	Low Income: 83.8%
White	2.1%	Special Education: 0.0%
Asian/Pacific Islander	3.4%	
Native American/Indian	0.0%	
Other	0.2%	

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/52, 53, 54; H1, H2, H3, H4, H8; 64

*Please check www.wmata.com for updates.

Carlos Rosario International PCS – Harvard Street

2013 School Performance Report

(2012–13)

Grades measured: Adult Ed/GED

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 64% of GED 100 and GED 200 students enrolled in the fall will advance one grade level in language by the end of the school year on the Supera Test. 	85.7% of students (54 of 63) met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 74% of ESL Levels 2 and 6 students who take the TEAAL post-test will achieve a cut score of 70% by the end of the semester. 	75.0% (681 students tested; 511 achieved a cut score of 70.0%).	Yes
<ul style="list-style-type: none"> 75% of students completing ESL Levels 1 and 4 in the fall semester and continuing ESL classes in the spring semester will achieve cut scores of 200 and 220, respectively, on the Comprehensive Adult Student assessment System (CASAS). 	83.2% (262 students completed Levels 1 and 4; 218 achieved the cut score).	Yes
<ul style="list-style-type: none"> 60% of eligible students will pass the General Education Development (GED) exam. 	91.5% met this goal (59 students took the GED; 54 passed).	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, students will attend school 69% of the days. 	The average daily attendance was 80.8%.	Yes

Gateway Measures Targets	Gateway Measures Results	Met Target?
<ul style="list-style-type: none"> 90% of students in the Culinary Arts Program will earn the ServSafe Certification by the end of the school year. 	100% of students (29 of 29) met this goal.	Yes

TOTAL TARGETS MET

6 OF **6**



Cedar Tree Academy PCS (former Howard Road Academy PCS – Main)

701 Howard Road, SE
Washington, DC 20020

202-610-4193

www.cedartree-dc.org

School Profile (2013–14)

Board Chair:

Carla Bailey, Ph.D.

First School Year: 2001-02

Executive Director:

LaTonya Henderson, Ed.D.

Principal:

LaTonya Henderson, Ed.D.

Grades Served:

☒ PK-3
 ☒ PK-4
 ☒ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

☐ Before Care
 ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 18 to 1

School Mission/Purpose:

Cedar Tree Academy believes all children have the right to be respected, accepted, and embraced as having capable, young minds. We are committed to academic excellence for all students and achieve this by building a foundation for lifelong learning, in a safe, nurturing learning environment. Our curriculum is designed to enhance social and emotional growth, as well as cognitive and creative development while preparing students to become active independent learners. Learn Today, Lead Tomorrow.

Unique School Characteristics

- Recipient of the Department of Health Immunization Excellence Award
- Washington Tennis & Education Foundation: Tennis Program, Jump Start Program Partner
- Summer school enrichment
- Saturday Academy
- After-school programming and tutoring

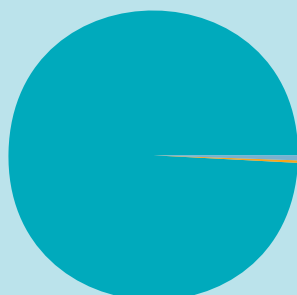
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 419



African American	99.3%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.0%	Special Education: 13.6%
Asian/Pacific Islander	0.2%	
Native American/Indian	0.0%	
Other	0.4%	

Transportation



Metro/Bus Service*

Anacostia Metro Station/B2

*Please check www.wmata.com for updates.

Cedar Tree Academy PCS (former Howard Road Academy PCS – Main)

2013 School Performance Report

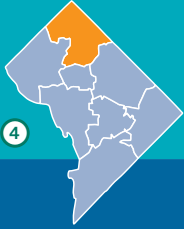
(2012–13)

Grades measured: K–2

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten students will score at benchmark or higher in reading on the Phonological Awareness Literacy Screening. 	87.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first- through second-grade students will score at 50th percentile or higher in reading on the Scantron Performance Series assessment. 	42.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of first- through second-grade students will score at 50th percentile or higher in mathematics on the Scantron Performance Series assessment. 	45.0% of students met this goal.	No
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 93.0%.	Yes
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 70% of parents will report "Satisfied" or "Highly Satisfied" with the school on the end-of-year parent satisfaction survey. 	81.8% of parents reported "Satisfied" or "Highly Satisfied" with the school on the end-of-year parent satisfaction survey.	Yes
TOTAL TARGETS MET		3 OF 5

Center City PCS – Brightwood

WARD 4



6008 Georgia Avenue, NW
Washington, DC 20011

202-723-3322

www.centercitypcs.org

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Shavonne Gibson

Grades Served:

☐ PK-3
 ☒ PK-4
 ☒ K
 ☒ 1
 ☒ 2
 ☒ 3
 ☒ 4
 ☒ 5
 ☒ 6
 ☒ 7
 ☒ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 89%

Student-to-Teacher Ratio: 13 to 1

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 our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

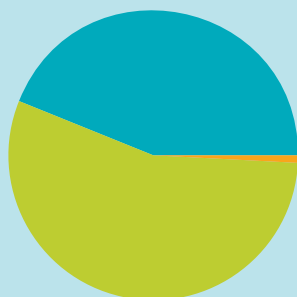
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 238



African American	44.1%	English Language Learners: 39.9%
Hispanic/Latino	55.0%	Low Income: 100.0%
White	0.0%	Special Education: 10.1%
Asian/Pacific Islander	0.8%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



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

**Please check www.wmata.com for updates.*

Center City PCS – Brightwood

2013 School Performance Report

(2012–13)

Grades measured: PK4–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. 	82.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	73.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment. 	76.0% of students met this goal.	Yes

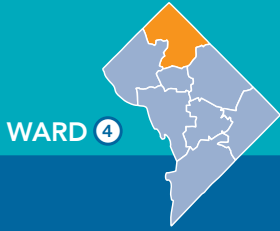
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 99.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 98.6%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> Classrooms will earn an 85% or above on the Capstone Project. 	92.7% of classrooms met this goal.	Yes

TOTAL TARGETS MET	7 OF 7
--------------------------	---------------



2013 School Performance Report



WARD 4

Center City PCS – Brightwood

6008 Georgia Avenue, NW
Washington, DC 20011

202-723-3322

www.centercitypcs.org

Tier

2013 Score:
73.5%

1

2012 Score: **67.8%**

1

2011 Score: **45.2%**

2

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Shavonne Gibson

Grades Served:

PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 89%

Student-to-Teacher Ratio: 13 to 1

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 our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

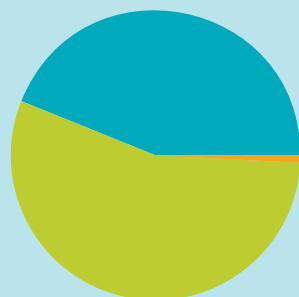
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 238



African American	44.1%	English Language Learners: 39.9%
Hispanic/Latino	55.0%	Low Income: 100.0%
White	0.0%	Special Education: 10.1%
Asian/Pacific Islander	0.8%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



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

*Please check www.wmata.com for updates.

Center City PCS – Brightwood

2013 School Performance Report

(2012–13)

Grades measured: 3–8



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{15.8}{20.0}$

79.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.1}{5.0}$

42.0%

Advanced only



$\frac{0.34}{1.25}$

27.2%

Elementary grades DC-CAS Mathematics

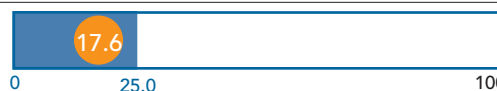
Proficient and Advanced



$\frac{3.4}{5.0}$

68.0%

Advanced only

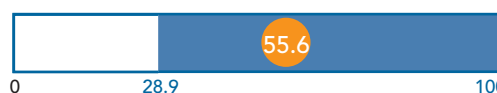


$\frac{0.88}{1.25}$

70.4%

Middle grades DC-CAS Reading

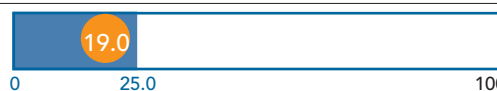
Proficient and Advanced



$\frac{1.9}{5.0}$

38.0%

Advanced only

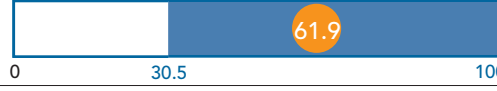


$\frac{0.95}{1.25}$

76.0%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.3}{5.0}$

46.0%

Advanced only

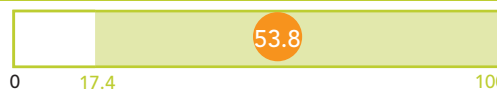


$\frac{1.19}{1.25}$

95.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{3.3}{7.5}$

44.0%

Proficient and Advanced 8th grade Mathematics



$\frac{4.0}{7.5}$

53.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.3}{10.0}$

73.0%

TOTAL SCORE

TIER 1

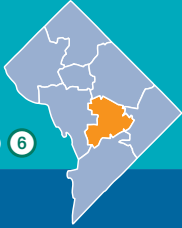
$\frac{73.5}{100.0}$

73.5%

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

Center City PCS – Capitol Hill

WARD 6



1503 East Capitol Street, SE
Washington, DC 20003

202-547-7556

www.centercitypcs.org

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Sharise Whitfield

Grades Served:



Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 81%

Student-to-Teacher Ratio: 14 to 1

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 our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

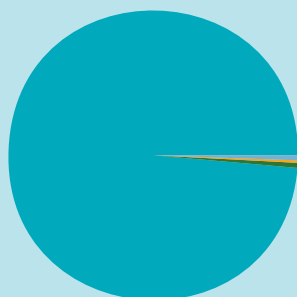
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 230



African American	98.7%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.4%	Special Education: 12.2%
Asian/Pacific Islander	0.4%	
Native American/Indian	0.0%	
Other	0.4%	

Transportation



Metro/Bus Service*
Stadium-Armory Metro Station/D6

*Please check www.wmata.com for updates.

Center City PCS – Capitol Hill

2013 School Performance Report

(2012–13)

Grades measured: PK4–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. 	93.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. 	82.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	87.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment. 	79.0% of students met this goal.	Yes

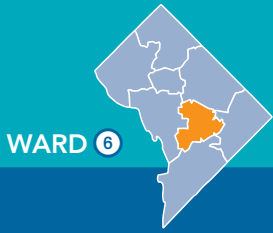
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 95.1%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> Classrooms will earn an 85% or above on the Capstone Project. 	92.2% of classrooms met this goal.	Yes

TOTAL TARGETS MET	7 OF 7
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2013 School Performance Report



WARD 6

Center City PCS – Capitol Hill

1503 East Capitol Street, SE
Washington, DC 20003

202-547-7556

www.centercitypcs.org

Tier

2013 Score:
45.3%

2

2012 Score: **59.5%**

2

2011 Score: **52.5%**

2

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Sharise Whitfield

Grades Served:



Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 81%

Student-to-Teacher Ratio: 14 to 1

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 our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

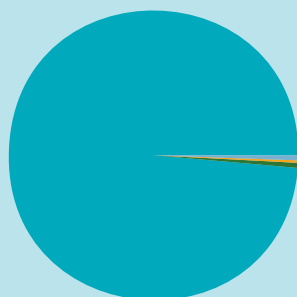
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 230



African American	98.7%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.4%	Special Education: 12.2%
Asian/Pacific Islander	0.4%	
Native American/Indian	0.0%	
Other	0.4%	

Transportation



Metro/Bus Service*
Stadium-Armory Metro Station/D6

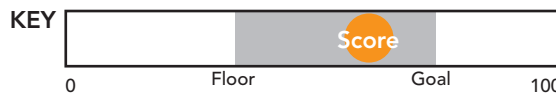
*Please check www.wmata.com for updates.

Center City PCS – Capitol Hill

2013 School Performance Report

(2012–13)

Grades measured: 3–8

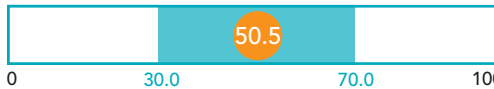


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

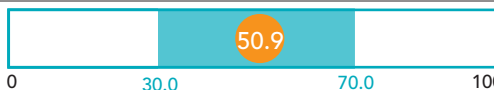
Growth on DC-CAS Reading over time



$\frac{10.3}{20.0}$

51.5%

Growth on DC-CAS Mathematics over time



$\frac{10.5}{20.0}$

52.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.6}{5.0}$

12.0%

Advanced only



$\frac{0.00}{1.25}$

0.0%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.9}{5.0}$

18.0%

Advanced only



$\frac{0.15}{1.25}$

12.0%

Middle grades DC-CAS Reading

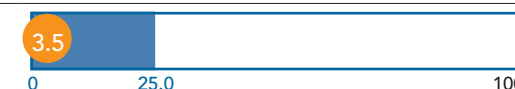
Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only

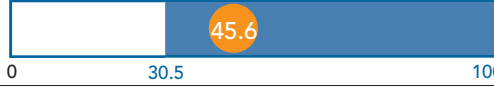


$\frac{0.18}{1.25}$

14.4%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.1}{5.0}$

22.0%

Advanced only



$\frac{0.44}{1.25}$

35.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

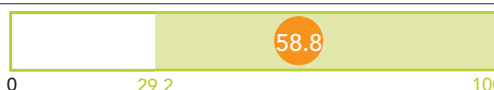
Proficient and Advanced 3rd grade Reading



$\frac{0.0}{7.5}$

0.0%

Proficient and Advanced 8th grade Mathematics



$\frac{3.1}{7.5}$

41.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{6.6}{10.0}$

66.0%

TOTAL SCORE

TIER 2

$\frac{45.3}{100.0}$

45.3%

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



Center City PCS – Congress Heights

220 Highview Place, SE
Washington, DC 20032

202-562-7070

www.centercitypcs.org

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Niya White

Grades Served:

☐ PK-3
 ☒ PK-4
 ☒ K
 ☒ 1
 ☒ 2
 ☒ 3
 ☒ 4
 ☒ 5
 ☒ 6
 ☒ 7
 ☒ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK–8 network

☒ Before Care
 ☒ After Care

Percentage of Highly Qualified Teachers: 94%

Student-to-Teacher Ratio: 15 to 1

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.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

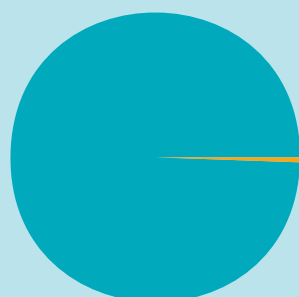
* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Unique School Characteristics

- Yearlong, curricular, and thematic capstone project focused on our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

Student Demographics (2012–13)

Total Enrollment: 254



African American	99.6%	English Language Learners: 0.4%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.0%	Special Education: 10.2%
Asian/Pacific Islander	0.4%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Congress Heights Metro Station/A2, A8; 42,48

*Please check www.wmata.com for updates.

Center City PCS – Congress Heights

2013 School Performance Report

(2012–13)

Grades measured: PK4–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. 	95.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. 	72.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	73.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment. 	70.0% of students met this goal.	Yes

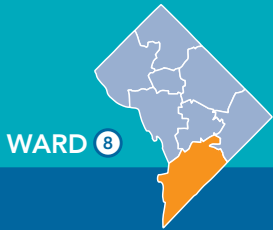
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 92.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 95.3%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> Classrooms will earn an 85% or above on the Capstone Project. 	92.1% of classrooms met this goal.	Yes

TOTAL TARGETS MET	7 OF 7
--------------------------	---------------



2013 School Performance Report



WARD 8

Center City PCS – Congress Heights

220 Highview Place, SE
Washington, DC 20032

202-562-7070

www.centercitypcs.org

Tier

2013 Score:
50.1%

2

2012 Score: **37.0%**

2

2011 Score: **26.5%**

3

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Niya White

Grades Served:



Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 94%

Student-to-Teacher Ratio: 15 to 1

School Mission/Purpose:

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- Saturday sports programs in flag football, basketball, volleyball, and soccer

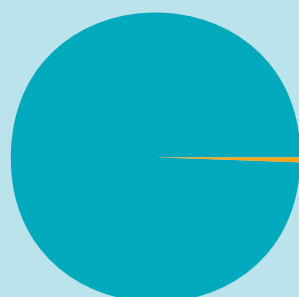
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 254



African American	99.6%	English Language Learners: 0.4%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.0%	Special Education: 10.2%
Asian/Pacific Islander	0.4%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Congress Heights Metro
Station/A2, A8; 42, 48

*Please check www.wmata.com for updates.

Center City PCS – Congress Heights

2013 School Performance Report

(2012–13)

Grades measured: 3–8



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

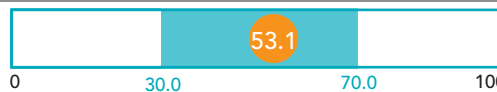
Growth on DC-CAS Reading over time



$\frac{14.6}{20.0}$

73.0%

Growth on DC-CAS Mathematics over time



$\frac{11.6}{20.0}$

58.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.7}{5.0}$

14.0%

Advanced only



$\frac{0.17}{1.25}$

13.6%

Elementary grades DC-CAS Mathematics

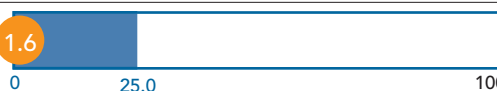
Proficient and Advanced



$\frac{0.8}{5.0}$

16.0%

Advanced only

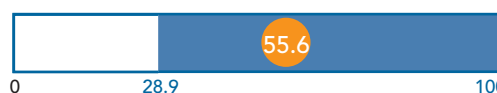


$\frac{0.08}{1.25}$

6.4%

Middle grades DC-CAS Reading

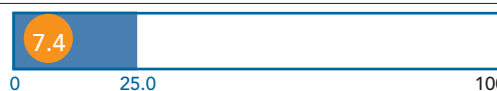
Proficient and Advanced



$\frac{1.9}{5.0}$

38.0%

Advanced only



$\frac{0.37}{1.25}$

29.6%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.1}{5.0}$

42.0%

Advanced only



$\frac{0.74}{1.25}$

59.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{1.6}{7.5}$

21.3%

Proficient and Advanced 8th grade Mathematics



$\frac{5.7}{7.5}$

76.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{9.7}{10.0}$

97.0%

Re-enrollment in this school



$\frac{0.0}{10.0}$

0.0%

TOTAL SCORE

TIER 2

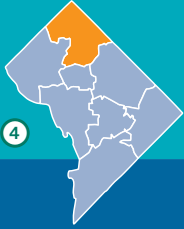
$\frac{50.1}{100.0}$

50.1%

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

Center City PCS – Petworth

WARD 4



510 Webster Street, NW
Washington, DC 20011

202-726-9212

www.centercitypcs.org

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Nazo Burgy

Grades Served:



Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 95%

Student-to-Teacher Ratio: 12 to 1

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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- Saturday sports programs in flag football, basketball, volleyball, and soccer

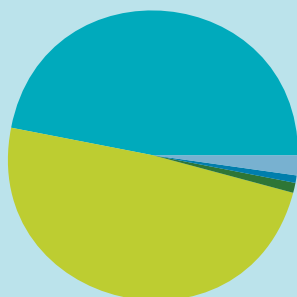
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 235



African American	47.2%	English Language Learners: 26.8%
Hispanic/Latino	48.9%	Low Income: 100.0%
White	0.9%	Special Education: 14.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.9%	
Other	2.1%	

Transportation



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

**Please check www.wmata.com for updates.*

Center City PCS – Petworth

2013 School Performance Report

(2012–13)

Grades measured: PK4–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. 	94.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. 	97.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	87.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment. 	94.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 97.2%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.7%.	Yes

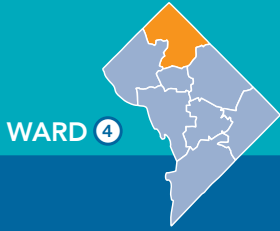
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> Classrooms will earn an 85% or above on the Capstone Project. 	92.7% of classrooms met this goal.	Yes

TOTAL TARGETS MET

7 OF **7**



2013 School Performance Report



WARD 4

Center City PCS – Petworth

510 Webster Street, NW
Washington, DC 20011

202-726-9212

www.centercitypcs.org

Tier

2013 Score:
70.2%

1

2012 Score: **69.3%**

1

2011 Score: **70.0%**

1

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Nazo Burgy

Grades Served:

PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 95%

Student-to-Teacher Ratio: 12 to 1

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 our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

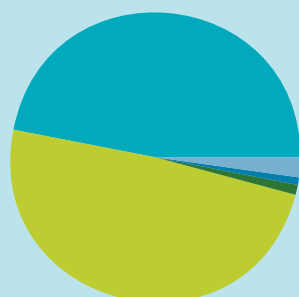
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 235



African American	47.2%	English Language Learners: 26.8%
Hispanic/Latino	48.9%	Low Income: 100.0%
White	0.9%	Special Education: 14.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.9%	
Other	2.1%	

Transportation



Metro/Bus Service*

Georgia
Avenue–Petworth Metro
Station/70; H8

*Please check www.wmata.com for updates.

Center City PCS – Petworth

2013 School Performance Report

(2012–13)

Grades measured: 3–8



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{14.9}{20.0}$

74.5%

Growth on DC-CAS Mathematics over time



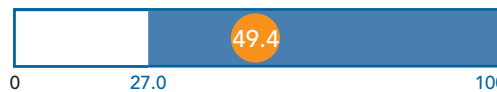
$\frac{18.7}{20.0}$

93.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.5}{5.0}$

30.0%

Advanced only



$\frac{0.07}{1.25}$

5.6%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.6}{5.0}$

52.0%

Advanced only



$\frac{0.44}{1.25}$

35.2%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{2.8}{5.0}$

56.0%

Advanced only



$\frac{0.66}{1.25}$

52.8%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.6}{5.0}$

52.0%

Advanced only

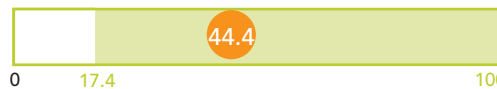


$\frac{0.74}{1.25}$

59.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{2.5}{7.5}$

33.3%

Proficient and Advanced 8th grade Mathematics



$\frac{5.0}{7.5}$

66.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.7}{10.0}$

77.0%

TOTAL SCORE

TIER 1

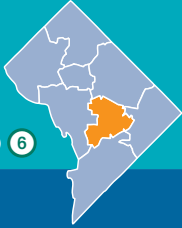
$\frac{70.2}{100.0}$

70.2%

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

Center City PCS – Shaw

WARD 6



711 N Street, NW
Washington, DC 20001

202-234-1093

www.centercitypcs.org

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Demetria Gartrell

Grades Served:



Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 94%

Student-to-Teacher Ratio: 11 to 1

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 our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 218



African American	73.9%	English Language Learners: 13.8%
Hispanic/Latino	26.1%	Low Income: 100.0%
White	0.0%	Special Education: 11.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Mt. Vernon Square–7th Street–Convention Center Metro Station/70

*Please check www.wmata.com for updates.

Center City PCS – Shaw

2013 School Performance Report

(2012–13)

Grades measured: PK4–2

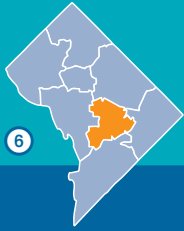
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. 	64.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	72.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment. 	57.0% of students met this goal.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.4%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.5%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> Classrooms will earn an 85% or above on the Capstone Project. 	83.5% of classrooms met this goal.	No

TOTAL TARGETS MET	5 OF 7
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School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

Demetria Gartrell

Grades Served:



Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 94%

Student-to-Teacher Ratio: 11 to 1

School Mission/Purpose:

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- Saturday sports programs in flag football, basketball, volleyball, and soccer

Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 218



African American	73.9%	English Language Learners: 13.8%
Hispanic/Latino	26.1%	Low Income: 100.0%
White	0.0%	Special Education: 11.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Mt. Vernon Square–7th Street–Convention Center Metro Station/70

*Please check www.wmata.com for updates.

Center City PCS – Shaw

2013 School Performance Report

(2012–13)

Grades measured: 3–8

KEY



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

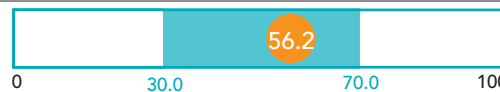
Growth on DC-CAS Reading over time



$\frac{15.0}{20.0}$

75.0%

Growth on DC-CAS Mathematics over time



$\frac{13.1}{20.0}$

65.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.1}{5.0}$

2.0%

Advanced only



$\frac{0.08}{1.25}$

6.4%

Elementary grades DC-CAS Mathematics

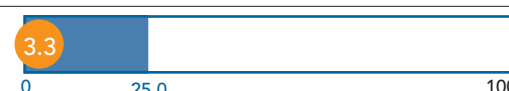
Proficient and Advanced



$\frac{1.3}{5.0}$

26.0%

Advanced only



$\frac{0.17}{1.25}$

13.6%

Middle grades DC-CAS Reading

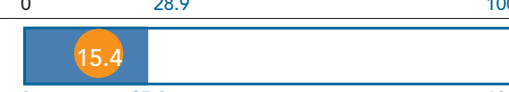
Proficient and Advanced



$\frac{1.6}{5.0}$

32.0%

Advanced only

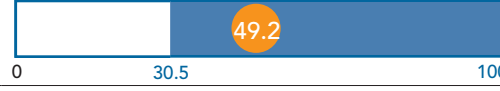


$\frac{0.77}{1.25}$

61.6%

Middle grades DC-CAS Mathematics

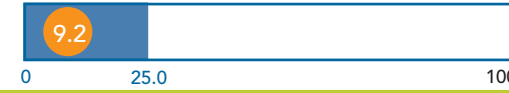
Proficient and Advanced



$\frac{1.3}{5.0}$

26.0%

Advanced only



$\frac{0.46}{1.25}$

36.8%

Gateway (15 points): Outcomes in key subjects that predict future educational success

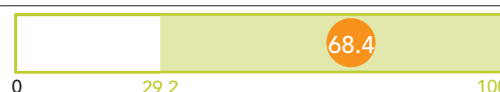
Proficient and Advanced 3rd grade Reading



$\frac{0.5}{7.5}$

6.7%

Proficient and Advanced 8th grade Mathematics



$\frac{4.2}{7.5}$

56.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{3.7}{10.0}$

37.0%

TOTAL SCORE

TIER 2

$\frac{52.3}{100.0}$

52.3%

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

Center City PCS – Trinidad

WARD 5

1217 West Virginia Avenue, NE
Washington, DC 20002

202-397-1614

www.centercitypcs.org

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

LaRon Martin

Grades Served:



Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 86%

Student-to-Teacher Ratio: 16 to 1

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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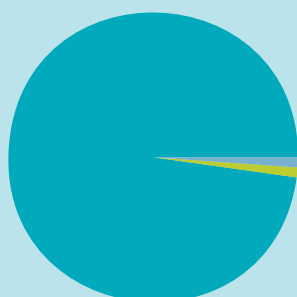
PMF Pilot — Early Childhood

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* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 230



African American	97.8%	English Language Learners: 0.9%
Hispanic/Latino	1.3%	Low Income: 100.0%
White	0.0%	Special Education: 10.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.9%	

Transportation



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

*Please check www.wmata.com for updates.

Center City PCS – Trinidad

2013 School Performance Report

(2012–13)

Grades measured: PK4–2

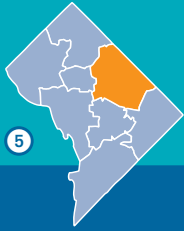
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. 	78.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	70.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment. 	74.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 90.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 95.1%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> Classrooms will earn an 85% or above on the Capstone Project. 	100.0% of classrooms met this goal.	Yes

TOTAL TARGETS MET	7 OF 7
--------------------------	---------------



Center City PCS – Trinidad

1217 West Virginia Avenue, NE
Washington, DC 20002

202-397-1614

www.centercitypcs.org

Tier

2013 Score:
43.2%

2

2012 Score: **61.1%**

2

2011 Score: **69.0%**

1

School Profile (2013–14)

Board Chair:

Ralph F. Boyd, Jr.

Executive Director:

Russ E. Williams, Jr.

Principal:

LaRon Martin

Grades Served:

☐ PK-3
 ☒ PK-4
 ☒ K
 ☒ 1
 ☒ 2
 ☒ 3
 ☒ 4
 ☒ 5
 ☒ 6
 ☒ 7
 ☒ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK–8 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 86%

Student-to-Teacher Ratio: 16 to 1

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- Saturday sports programs in flag football, basketball, volleyball, and soccer

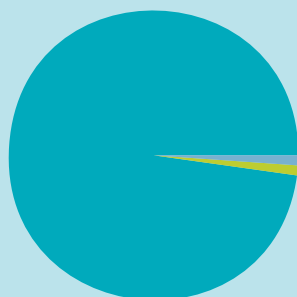
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 230



African American	97.8%	English Language Learners: 0.9%
Hispanic/Latino	1.3%	Low Income: 100.0%
White	0.0%	Special Education: 10.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.9%	

Transportation



Metro/Bus Service*

NoMa-Galludet Metro Station/90, 92, 93; D3, D4, D8; X3

*Please check www.wmata.com for updates.

Center City PCS – Trinidad

2013 School Performance Report

(2012–13)

Grades measured: 3–8

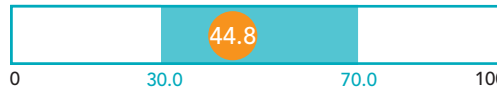


Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

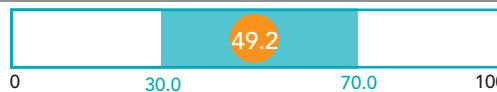
Growth on DC-CAS Reading over time



$\frac{7.4}{20.0}$

37.0%

Growth on DC-CAS Mathematics over time



$\frac{9.6}{20.0}$

48.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{5.0}$

0.0%

Advanced only



$\frac{0.14}{1.25}$

11.2%

Elementary grades DC-CAS Mathematics

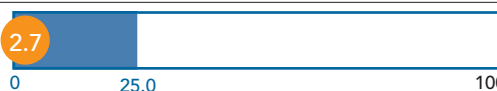
Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only



$\frac{0.14}{1.25}$

11.2%

Middle grades DC-CAS Reading

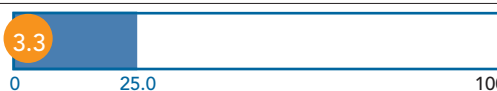
Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only

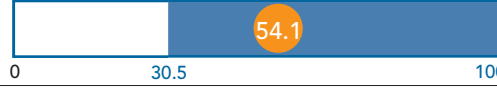


$\frac{0.17}{1.25}$

13.6%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.7}{5.0}$

34.0%

Advanced only



$\frac{0.17}{1.25}$

13.6%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{1.6}{7.5}$

21.3%

Proficient and Advanced 8th grade Mathematics



$\frac{4.2}{7.5}$

56.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{5.5}{10.0}$

55.0%

TOTAL SCORE

TIER 2

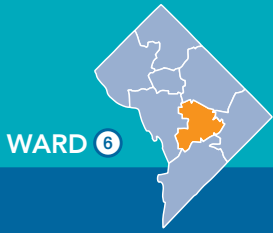
$\frac{43.2}{100.0}$

43.2%

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



2013 School Performance Report



WARD 6

César Chávez PCS for Public Policy – Capitol Hill

709 12th Street, SE
Washington, DC 20003

202-547-3424

www.chavezschools.org

Tier

2013 Score:
57.7%

2

2012 Score: **52.6%**

2

2011 Score: **57.8%**

2

School Profile (2013–14)

Board Chair:

Kathy Bihr

First School Year: 1998–99

Principal:

Daneen Keaton

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

Part of a 6–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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

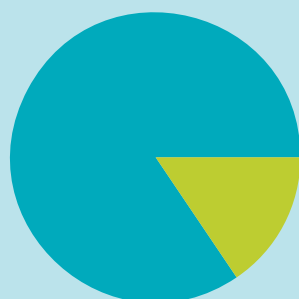
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 409



African American	84.6%	English Language Learners: 3.4%
Hispanic/Latino	15.4%	Low Income: 81.7%
White	0.0%	Special Education: 13.7%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Eastern Market or Potomac Avenue Metro Station/32, 34, 36

*Please check www.wmata.com for updates.

César Chávez PCS for Public Policy – Capitol Hill

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

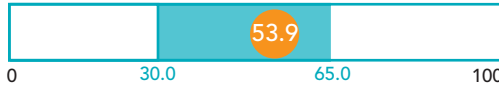


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{5.1}{7.5}$

68.0%

Growth on DC-CAS Mathematics over time



$\frac{7.5}{7.5}$

100.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{2.9}{10.0}$

29.0%

Advanced only



$\frac{0.6}{2.5}$

24.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.7}{10.0}$

27.0%

Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{5.0}{5.0}$

100.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{1.9}{7.5}$

25.3%

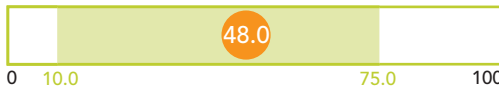
PSAT performance (11th)



$\frac{4.9}{7.5}$

65.3%

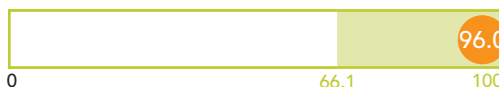
SAT performance (12th)



$\frac{4.4}{7.5}$

58.7%

College acceptance rate



$\frac{6.6}{7.5}$

88.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{9.8}{10.0}$

98.0%

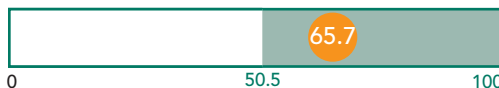
Re-enrollment in this school



$\frac{4.8}{10.0}$

48.0%

9th grade credits (on track to graduate)



$\frac{1.5}{5.0}$

30.0%

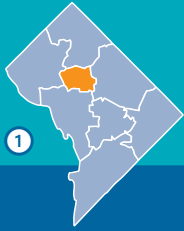
TOTAL SCORE

TIER 2

$\frac{57.7}{100.0}$

57.7%

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



César Chávez PCS for Public Policy – Chávez Prep

770 Kenyon Street, NW
Washington, DC 20010

202-723-3975

www.chavezschools.org

Tier

2013 Score:
65.2%

1

2012 Score: **66.6%**

1

2011 Score: **73.6%**

1

School Profile (2013–14)

Board Chair:

Kathy Bihr

First School Year: 2007–08

Principal:

Bryan Eberwein

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☒ 6
 ☒ 7
 ☒ 8
 ☒ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a 6–12 network

☐ Before Care
 ☐ After Care

Percentage of Highly Qualified Teachers: 97%

Student-to-Teacher Ratio: 11 to 1

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

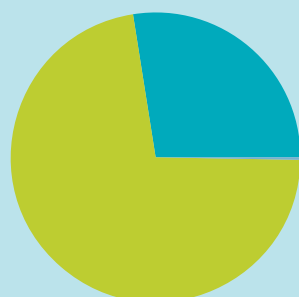
Tier Explanations

- 1 High Performing** (65.0–100)
- 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 (2012–13)

Total Enrollment: 318



African American	27.7%	English Language Learners: 38.4%
Hispanic/Latino	72.3%	Low Income: 94.0%
White	0.0%	Special Education: 11.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/62, 63; 70

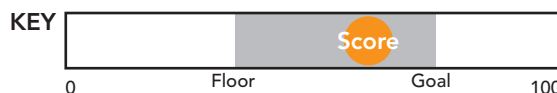
*Please check www.wmata.com for updates.

César Chávez PCS for Public Policy – Chávez Prep

2013 School Performance Report

(2012–13)

Grades measured: 6–9

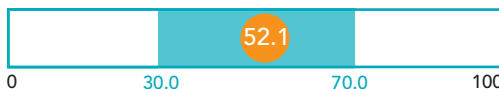


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{11.1}{20.0}$

55.5%

Growth on DC-CAS Mathematics over time



$\frac{15.6}{20.0}$

78.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{3.4}{10.0}$

34.0%

Advanced only



$\frac{0.7}{2.5}$

28.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{6.8}{10.0}$

68.0%

Advanced only



$\frac{2.4}{2.5}$

96.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{12.9}{15.0}$

86.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{7.1}{10.0}$

71.0%

Re-enrollment in this school



$\frac{5.2}{10.0}$

52.0%

TOTAL SCORE

TIER 1

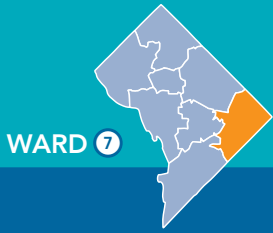
$\frac{65.2}{100.0}$

65.2%

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



2013 School Performance Report



WARD 7

César Chávez PCS for Public Policy – Parkside Middle School

3701 Hayes Street, NE
Washington, DC 20019

202-398-2230

www.chavezschools.org

Tier

2013 Score:
48.7%

2

2012 Score: 47.3%

2

2011 Score: 52.7%

2

School Profile (2013–14)

Board Chair:

Kathy Bihr

First School Year: 2003–04

Principal:

Felecia Irick

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a 6–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 93%

Student-to-Teacher Ratio: 11 to 1

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

- Early 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

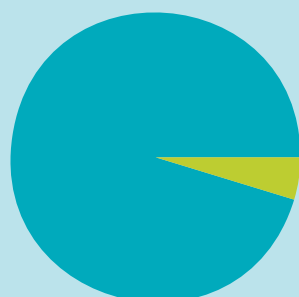
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 318



African American	95.3%	English Language Learners: 0.6%
Hispanic/Latino	4.7%	Low Income: 87.7%
White	0.0%	Special Education: 16.7%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Minnesota Avenue Metro Station/U5, U6

*Please check www.wmata.com for updates.

César Chávez PCS for Public Policy – Parkside Middle School

2013 School Performance Report

(2012–13)

Grades measured: 6–8

KEY

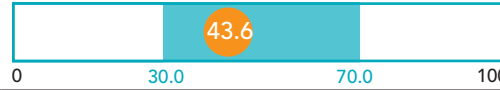


Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

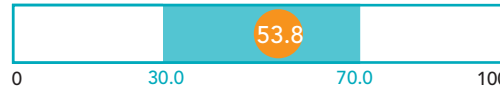
Growth on DC-CAS Reading over time



$\frac{6.8}{20.0}$

34.0%

Growth on DC-CAS Mathematics over time



$\frac{11.9}{20.0}$

59.5%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{1.7}{10.0}$

17.0%

Advanced only

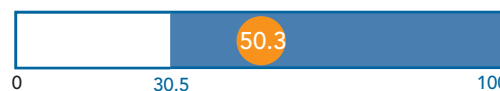


$\frac{0.2}{2.5}$

8.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{2.8}{10.0}$

28.0%

Advanced only



$\frac{1.1}{2.5}$

44.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{7.2}{15.0}$

48.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.0}{10.0}$

70.0%

TOTAL SCORE

TIER 2

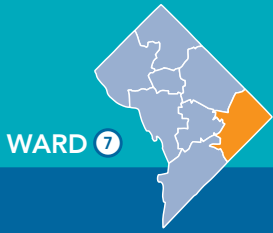
$\frac{48.7}{100.0}$

48.7%

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



2013 School Performance Report



WARD 7

César Chávez PCS for Public Policy – Parkside High School

3701 Hayes Street, NE
Washington, DC 20019

202-398-2230

www.chavezschools.org

Tier

2013 Score:
62.7%

2

2012 Score: **56.6%**

2

2011 Score: **49.7%**

2

School Profile (2013–14)

Board Chair:

Kathy Bihr

First School Year: 2003–04

Principal:

Dwan Jordan

Grades Served:

○ PK-3 ○ PK-4 ○ K ○ 1 ○ 2 ○ 3
○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ● 9 ● 10
● 11 ● 12 ○ GED ○ ADULT ED

Part of a 6-12 network

□ Before Care □ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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
- After school engineering and environmental science program
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- Extracurricular activities include varsity sports, debate, and many other clubs

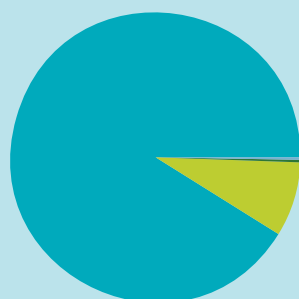
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 391



African American	91.3%	English Language Learners: 1.8%
Hispanic/Latino	8.2%	Low Income: 81.1%
White	0.5%	Special Education: 12.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Minnesota Avenue Metro Station/U5, U6

*Please check www.wmata.com for updates.

César Chávez PCS for Public Policy – Parkside High School

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{6.8}{7.5}$

90.7%

Growth on DC-CAS Mathematics over time



$\frac{5.9}{7.5}$

78.7%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{3.6}{10.0}$

36.0%

Advanced only



$\frac{0.9}{2.5}$

36.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{5.5}{10.0}$

55.0%

Advanced only



$\frac{0.8}{2.5}$

32.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{4.2}{5.0}$

84.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{2.4}{7.5}$

32.0%

PSAT performance (11th)



$\frac{4.2}{7.5}$

56.0%

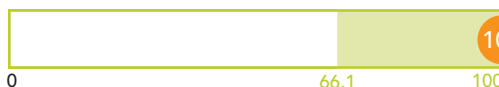
SAT performance (12th)



$\frac{3.7}{7.5}$

49.3%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{8.0}{10.0}$

80.0%

Re-enrollment in this school



$\frac{5.5}{10.0}$

55.0%

9th grade credits (on track to graduate)



$\frac{3.7}{5.0}$

74.0%

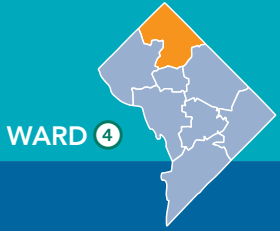
TOTAL SCORE

TIER 2

$\frac{62.7}{100.0}$

62.7%

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



Community Academy PCS – Amos 1

1300 Allison Street, NW
Washington, DC 20011

202-723-4100
www.capcs.org

School Profile (2013–14)

Board Chair:
Ernest Green, Jr.

First School Year: 1997–98

Principal:
Masi Preston

Grades Served:



Part of a PK–5 (through 8 online) network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 19 to 1

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 1–5

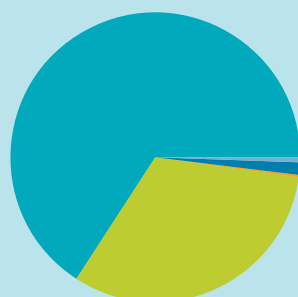
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 510



African American	65.9%	English Language Learners: 40.2%
Hispanic/Latino	32.2%	Low Income: 87.8%
White	0.0%	Special Education: 12.0%
Asian/Pacific Islander	0.2%	
Native American/Indian	1.4%	
Other	0.4%	

Transportation



Metro/Bus Service*
Georgia Avenue-Petworth
Metro Station/70

*Please check www.wmata.com for updates.

Community Academy PCS – Amos 1

2013 School Performance Report

(2012–13)

Grades measured: PK3-2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test. 	87.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test. 	97.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	80.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	96.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	43.0% of students met this goal.	No

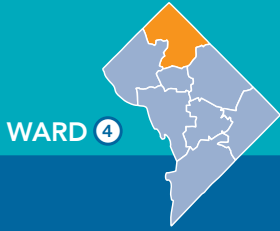
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.0%.	Yes

TOTAL TARGETS MET

6 OF **7**



2013 School Performance Report



WARD 4

Community Academy PCS – Amos 1

1300 Allison Street, NW
Washington, DC 20011

202-723-4100
www.caps.org

Tier

2013 Score:
41.2%

2

2012 Score: **38.3%**

2

2011 Score: **44.8%**

2

School Profile (2013–14)

Board Chair:

Ernest Green, Jr.

Principal:

Masi Preston

Grades Served:



Part of a PK–5 (through 8 online) network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 19 to 1

First School Year: 1997–98

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 1–5

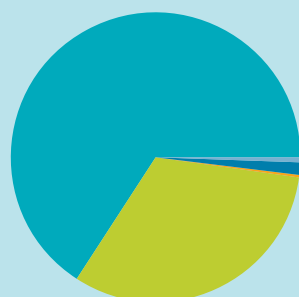
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 510



African American	65.9%	English Language Learners: 40.2%
Hispanic/Latino	32.2%	Low Income: 87.8%
White	0.0%	Special Education: 12.0%
Asian/Pacific Islander	0.2%	
Native American/Indian	1.4%	
Other	0.4%	

Transportation



Metro/Bus Service*

Georgia
Avenue–Petworth Metro
Station/70

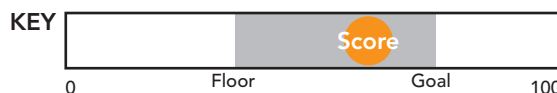
*Please check www.wmata.com for updates.

Community Academy PCS – Amos 1

2013 School Performance Report

(2012–13)

Grades measured: 3–5



Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

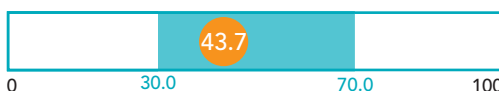
Growth on DC-CAS Reading over time



$\frac{10.1}{20.0}$

50.5%

Growth on DC-CAS Mathematics over time



$\frac{6.9}{20.0}$

35.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{2.8}{10.0}$

28.0%

Advanced only



$\frac{0.3}{2.5}$

12.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{3.4}{10.0}$

34.0%

Advanced only



$\frac{0.9}{2.5}$

36.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{4.4}{15.0}$

29.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{2.4}{10.0}$

24.0%

TOTAL SCORE

TIER 2

$\frac{41.2}{100.0}$

41.2%

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



WARD 5

Community Academy PCS – Amos 2

33 Riggs Road, NE
Washington, DC 20011

202-723-5136
www.capcs.org

School Profile (2013–14)

Board Chair:

Ernest Green, Jr.

Principal:

Tanya Morgan

Grades Served:

☒ PK-3
 ☒ PK-4
 ☒ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK–5 (through 8 online) network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 19 to 1

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

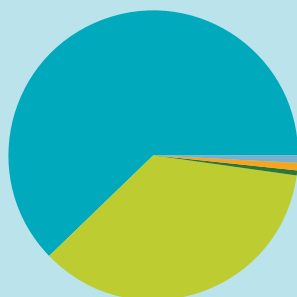
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 280



African American	62.5%	English Language Learners: 45.7%
Hispanic/Latino	35.4%	Low Income: 77.9%
White	0.7%	Special Education: 6.4%
Asian/Pacific Islander	0.7%	
Native American/Indian	0.0%	
Other	0.7%	

Transportation



Metro/Bus Service*
Fort Totten Metro
Station/E2, E4

*Please check www.wmata.com for updates.

Community Academy PCS – Amos 2

2013 School Performance Report

(2012–13)

Grades measured: PK3–K

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test. 	65.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test. 	82.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	91.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	89.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 89.5%.	Yes
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance was 92.8%.	Yes

TOTAL TARGETS MET

6 OF **6**



Community Academy PCS – Amos 3

1400 1st Street, NW
Washington, DC 20001

202-234-2122
www.capcs.org

School Profile (2013–14)

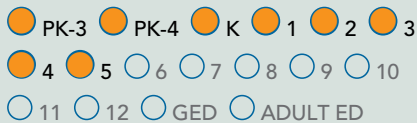
Board Chair:

Ernest Green, Jr.

Principal:

Rachelle Roberts

Grades Served:



Part of a PK–5 (through 8 online) network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 18 to 1

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

- Science, Technology, Engineering, and Math (STEM)-focused school
- Enrichment curriculum supported by Project Lead The Way (PLTW) and "Let's Go"
- Interactive whiteboards in each classroom
- Each classroom has four desktop computers for student use
- Spanish, music, physical education, and art classes

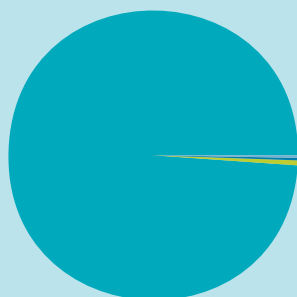
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 479



African American	99.0%	English Language Learners: 2.9%
Hispanic/Latino	0.6%	Low Income: 89.4%
White	0.0%	Special Education: 12.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.2%	
Other	0.2%	

Transportation



Metro/Bus Service*

Mt. Vernon Square–7th Street–Convention Center or NoMa–Gallaudet Metro Station

*Please check www.wmata.com for updates.

Community Academy PCS – Amos 3

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test. 	66.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test. 	95.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	61.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	70.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	38.0% of students met this goal.	No

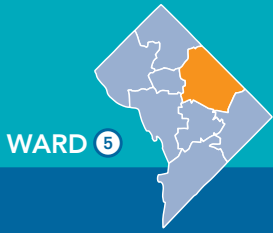
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 90.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 91.4%.	No

TOTAL TARGETS MET

5 OF **7**



2013 School Performance Report



WARD 5

Community Academy PCS – Amos 3

1400 1st Street, NW
Washington, DC 20001

202-234-2122
www.capcs.org

Tier

2013 Score:
25.7%

3

2012 Score: **35.4%**

2

2011 Score: **29.7%**

3

School Profile (2013–14)

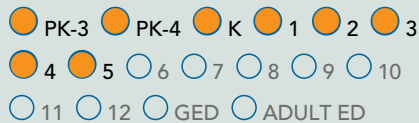
Board Chair:

Ernest Green, Jr.

Principal:

Rachelle Roberts

Grades Served:



Part of a PK–5 (through 8 online) network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 18 to 1

First School Year: 2008–09

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

- Science, Technology, Engineering, and Math (STEM)-focused school
- Enrichment curriculum supported by Project Lead The Way (PLTW) and "Let's Go"
- Interactive whiteboards in each classroom
- Each classroom has four desktop computers for student use
- Spanish, music, physical education, and art classes

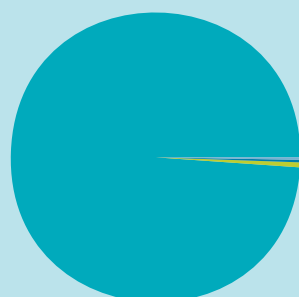
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 479



African American	99.0%	English Language Learners: 2.9%
Hispanic/Latino	0.6%	Low Income: 89.4%
White	0.0%	Special Education: 12.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.2%	
Other	0.2%	

Transportation



Metro/Bus Service*

Mt. Vernon Square–7th Street–Convention Center or NoMa-Gallaudet Metro Station

*Please check www.wmata.com for updates.

Community Academy PCS – Amos 3

2013 School Performance Report

(2012–13)

Grades measured: 3–8



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

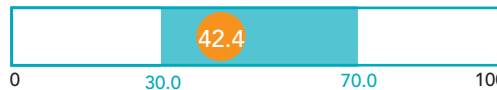
Growth on DC-CAS Reading over time



$\frac{5.8}{20.0}$

29.0%

Growth on DC-CAS Mathematics over time



$\frac{6.2}{20.0}$

31.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.3}{5.0}$

6.0%

Advanced only



$\frac{0.06}{1.25}$

4.8%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.2}{5.0}$

4.0%

Advanced only



$\frac{0.24}{1.25}$

19.2%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{5.0}$

0.0%

Advanced only

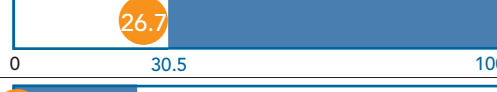


$\frac{0.17}{1.25}$

13.6%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.0}{5.0}$

0.0%

Advanced only



$\frac{0.06}{1.25}$

4.8%

Gateway (15 points): Outcomes in key subjects that predict future educational success

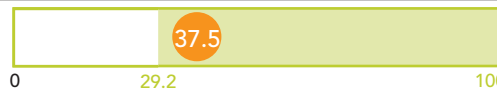
Proficient and Advanced 3rd grade Reading



$\frac{0.5}{7.5}$

6.7%

Proficient and Advanced 8th grade Mathematics



$\frac{0.9}{7.5}$

12.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

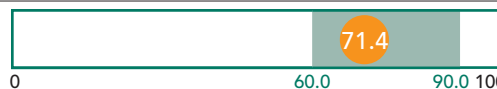
Attendance



$\frac{7.5}{10.0}$

75.0%

Re-enrollment in this school



$\frac{3.8}{10.0}$

38.0%

TOTAL SCORE

TIER 3

$\frac{25.7}{100.0}$

25.7%

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



WARD 5

Community Academy PCS – Butler Global

1400 First Street, NW
Washington, DC 20001

202-332-6565
www.capcs.org

School Profile (2013–14)

Board Chair:

Ernest Green, Jr.

Principal:

William N. Thomas, IV

Grades Served:



Part of a PK–5 (through 8 online) network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 18 to 1

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 PK3–5
- Global education focus
- Strong Parent-Teacher Organization (PTO) and high levels of parent involvement
- Extensive use of technology

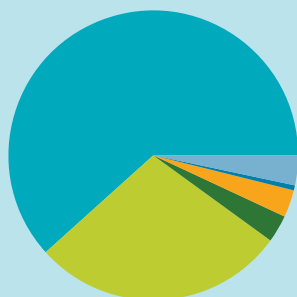
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 308



African American	61.7%	English Language Learners: 31.5%
Hispanic/Latino	28.2%	Low Income: 70.1%
White	3.2%	Special Education: 10.7%
Asian/Pacific Islander	2.9%	
Native American/Indian	0.6%	
Other	3.2%	

Transportation



Metro/Bus Service*

Mt. Vernon Square–7th Street–Convention Center or NoMa–Gallaudet Metro Station

*Please check www.wmata.com for updates.

Community Academy PCS – Butler Global

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test. 	74.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test. 	82.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	90.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	99.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	67.0% of students met this goal.	Yes

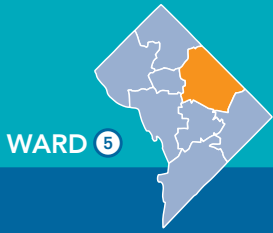
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.5%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.7%.	Yes

TOTAL TARGETS MET

7 OF **7**



2013 School Performance Report



WARD 5

Community Academy PCS – Butler Global

1400 First Street, NW
Washington, DC 20001

202-332-6565
www.capcs.org

Tier

2013 Score:
59.1%

2

2012 Score: **65.0%**

1

2011 Score: **76.2%**

1

School Profile (2013–14)

Board Chair:

Ernest Green, Jr.

First School Year: 2004–05

Principal:

William N. Thomas, IV

Grades Served:



Part of a PK–5 (through 8 online) network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 18 to 1

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 PK3–5
- Global education focus
- Strong Parent-Teacher Organization (PTO) and high levels of parent involvement
- Extensive use of technology

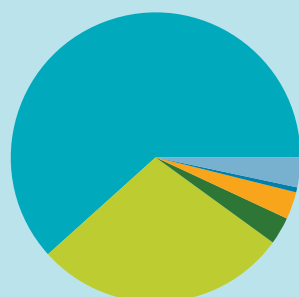
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 308



African American	61.7%	English Language Learners: 31.5%
Hispanic/Latino	28.2%	Low Income: 70.1%
White	3.2%	Special Education: 10.7%
Asian/Pacific Islander	2.9%	
Native American/Indian	0.6%	
Other	3.2%	

Transportation



Metro/Bus Service*

Mt. Vernon Square–7th Street–Convention Center or NoMa-Gallaudet Metro Station

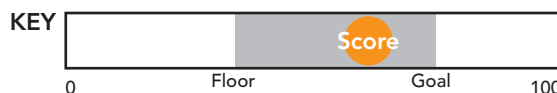
*Please check www.wmata.com for updates.

Community Academy PCS – Butler Global

2013 School Performance Report

(2012–13)

Grades measured: 3–5



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{12.7}{20.0}$

63.5%

Growth on DC-CAS Mathematics over time



$\frac{10.5}{20.0}$

52.5%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{5.9}{10.0}$

59.0%

Advanced only



$\frac{0.5}{2.5}$

20.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{7.1}{10.0}$

71.0%

Advanced only



$\frac{2.1}{2.5}$

84.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{3.7}{15.0}$

24.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{6.6}{10.0}$

66.0%

TOTAL SCORE

TIER 2

$\frac{59.1}{100.0}$

59.1%

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



2013 School Performance Report

Community Academy PCS – CAPCS Online

WARD N/A

Headquarters: 1351 Nicholson Street, NW
Washington, DC 20011

202-234-5437 or 703-887-8078
www.k12.com/capcs

School Profile (2013–14)

Board Chair:

Ernest Green, Jr.

Principal:

John Tracy Sloane

Grades Served:

○ PK-3 ○ PK-4 ● K ● 1 ● 2 ● 3
● 4 ● 5 ● 6 ● 7 ● 8 ○ 9 ○ 10
○ 11 ○ 12 ○ GED ○ ADULT ED

Part of a PK–5 (through 8 online) network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 26 to 1

First School Year: 2003–04**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

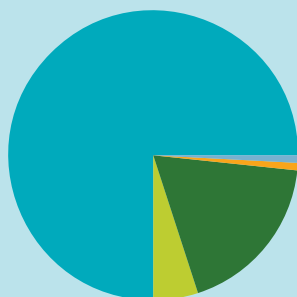
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 120



African American	75.0%	English Language Learners: 0.0%
Hispanic/Latino	5.0%	Low Income: 68.3%
White	18.3%	Special Education: 14.2%
Asian/Pacific Islander	0.8%	
Native American/Indian	0.0%	
Other	0.8%	

Transportation



Metro/Bus Service*
N/A – Online

**Please check www.wmata.com for updates.*

Community Academy PCS – CAPCS Online

2013 School Performance Report

(2012–13)

Grades measured: K–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	28.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	35.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	25.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will progress from baseline to mastery in reading on the K-12 Online assessment. 	85.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will progress from baseline to mastery in mathematics on the K-12 Online assessment. 	91.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 99.1%.	Yes

TOTAL TARGETS MET

3 OF **6**



2013 School Performance Report



Community Academy PCS – CAPCS Online

Headquarters: 1351 Nicholson Street, NW 202-234-5437 or 703-887-8078
Washington, DC 20011 www.k12.com/capcs

Tier

2013 Score:
53.1%

2

2012 Score: **55.4%**

2

2011 Score: **64.1%**

2

School Profile (2013–14)

Board Chair:

Ernest Green, Jr.

Principal:

John Tracy Sloane

Grades Served:



Part of a PK–5 (through 8 online) network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 26 to 1

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

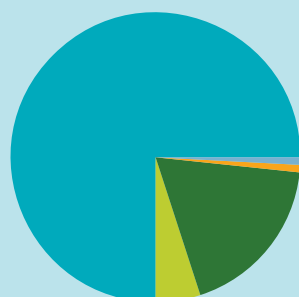
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 120



African American	75.0%	English Language Learners: 0.0%
Hispanic/Latino	5.0%	Low Income: 68.3%
White	18.3%	Special Education: 14.2%
Asian/Pacific Islander	0.8%	
Native American/Indian	0.0%	
Other	0.8%	

Transportation



Metro/Bus Service*
N/A – Online

*Please check www.wmata.com for updates.

Community Academy PCS – CAPCS Online

2013 School Performance Report

(2012–13)

Grades measured: 3–8

KEY

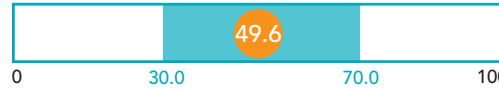


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

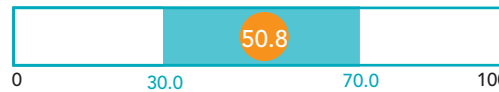
Growth on DC-CAS Reading over time



$\frac{9.8}{20.0}$

49.0%

Growth on DC-CAS Mathematics over time



$\frac{10.4}{20.0}$

52.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.9}{5.0}$

58.0%

Advanced only



$\frac{0.28}{1.25}$

22.4%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.8}{5.0}$

36.0%

Advanced only



$\frac{0.54}{1.25}$

43.2%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{2.8}{5.0}$

56.0%

Advanced only



$\frac{0.78}{1.25}$

62.4%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{3.2}{5.0}$

64.0%

Advanced only



$\frac{0.78}{1.25}$

62.4%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{4.0}{7.5}$

53.3%

Proficient and Advanced 8th grade Mathematics



$\frac{5.1}{7.5}$

68.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{0.7}{10.0}$

7.0%

TOTAL SCORE

TIER 2

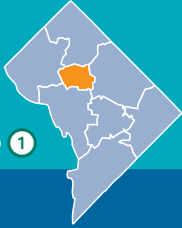
$\frac{53.1}{100.0}$

53.1%

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

Creative Minds International PCS

WARD 1



3224 16th Street, NW
Washington, DC 20010

202-588-0370

www.creativemindspcs.org

School Profile (2013–14)

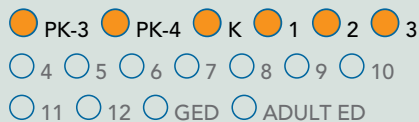
Board Chair:
Philippa Tarrant

First School Year: 2012–13

Executive Director:
Golnar Abedin, Ph.D.

Principal:
Golnar Abedin, Ph.D.

Grades Served:



Will grow to fifth grade

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 8 to 1

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

- Only DC public charter school implementing the International Primary Curriculum
- Arts education and arts integration
- Foreign language instruction
- Developmentally appropriate, inclusive education

Accountability Plans

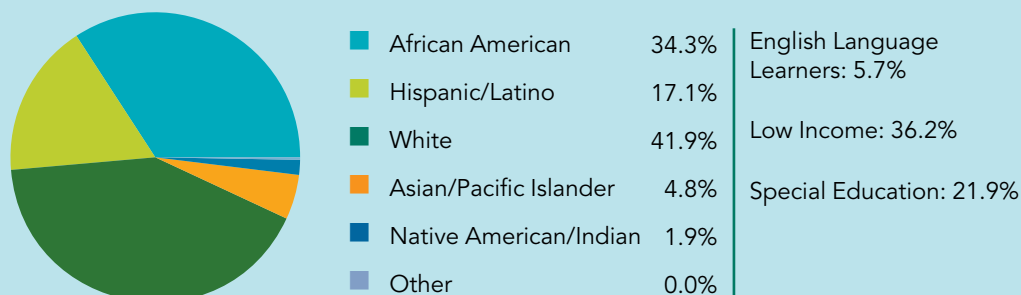
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 105



English Language Learners: 5.7%

Low Income: 36.2%

Special Education: 21.9%

Transportation



Metro/Bus Service*
Columbia Heights Metro Station

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth between the fall and spring administration of the GOLD Literacy assessment. 	98.1% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth between the fall and spring administration of the GOLD Mathematics assessment. 	90.8% of students met this goal.	Yes
<ul style="list-style-type: none"> 50% of kindergarten through second-grade students will demonstrate one year of growth between fall and spring administrations of the Developmental Reading assessment. 	78.1% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 50% of first-grade students will score a Level 16 or greater on the Developmental Reading assessment. 	66.7% of students met this goal.	Yes
<ul style="list-style-type: none"> 50% of second-grade students will score a Level 28 or greater on the Developmental Reading assessment. 	75.0% of students met this goal.	Yes

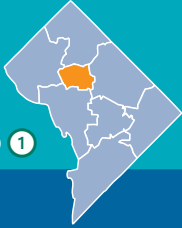
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 99.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 98.7%.	Yes

TOTAL TARGETS MET

7 OF **7**

DC Bilingual PCS

WARD 1



1420 Columbia Road, NW
Washington, DC 20009

202-332-4200

www.dcbilingual.org

School Profile (2013–14)

Board Chair:

Lester Matlock

First School Year: 2004–05

Principal:

Wanda Perez

Grades Served:



Part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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
- Part of the DC nonprofit CentroNía and its umbrella of educational and family services
- Recipient of the U.S. Department of Agriculture Healthier U.S. School Challenge Gold Award with Distinction in March 2011
- Fifth grade trip to Puerto Rico

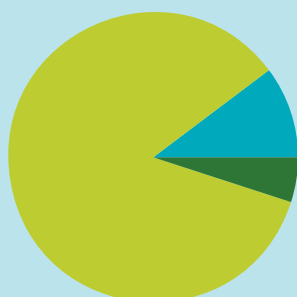
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 339



African American	10.3%	English Language Learners: 65.8%
Hispanic/Latino	84.7%	Low Income: 85.5%
White	5.0%	Special Education: 15.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/52, 53, 54; S1, S2, S4

**Please check www.wmata.com for updates.*

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age on the Teaching Strategies GOLD literacy assessment. 	97.2% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will make 0 or greater NCE in reading on the Terra Nova assessment. 	46.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will make 0 or greater NCE in mathematics on the Terra Nova assessment. 	47.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at the 40th percentile or higher in reading on the Terra Nova assessment. 	52.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at the 40th percentile or higher in mathematics on the Terra Nova assessment. 	48.0% of students met this goal.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 93.7%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.8%.	Yes

TOTAL TARGETS MET

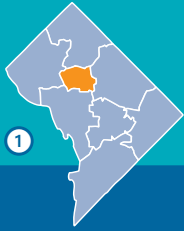
3 OF **7**



2013 School Performance Report

DC Bilingual PCS

WARD 1



1420 Columbia Road, NW
Washington, DC 20009

202-332-4200
www.dcbilingual.org

Tier

2013 Score:
65.2%

1

2012 Score: **60.3%**

2

2011 Score: **56.8%**

2

School Profile (2013–14)

Board Chair:
Lester Matlock

First School Year: 2004–05

Principal:
Wanda Perez

Grades Served:



Part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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
- Part of the DC nonprofit CentroNía and its umbrella of educational and family services
- Recipient of the U.S. Department of Agriculture Healthier U.S. School Challenge Gold Award with Distinction in March 2011
- Fifth grade trip to Puerto Rico

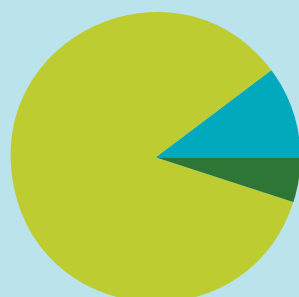
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 339



African American	10.3%	English Language Learners: 65.8%
Hispanic/Latino	84.7%	Low Income: 85.5%
White	5.0%	Special Education: 15.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/52, 53, 54; S1, S2, S4

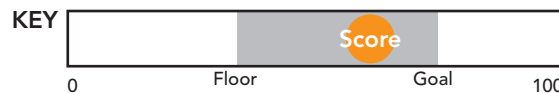
*Please check www.wmata.com for updates.

DC Bilingual PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–5



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

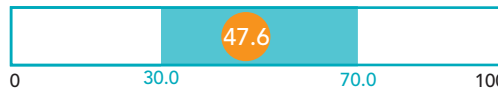
Growth on DC-CAS Reading over time



$\frac{17.7}{20.0}$

88.5%

Growth on DC-CAS Mathematics over time



$\frac{8.8}{20.0}$

44.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{4.9}{10.0}$

49.0%

Advanced only

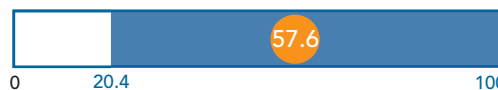


$\frac{1.0}{2.5}$

40.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{4.7}{10.0}$

47.0%

Advanced only



$\frac{1.4}{2.5}$

56.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{8.1}{15.0}$

54.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.6}{10.0}$

86.0%

TOTAL SCORE

TIER 1

$\frac{65.2}{100.0}$

65.2%

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

DC Prep PCS – Benning Elementary

100 41st Street, NE
Washington, DC 20019

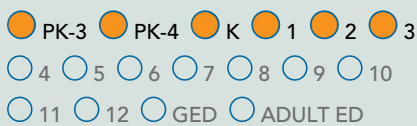
202-398-2838
www.dcrep.org

School Profile (2013–14)

Board Chair: First School Year: 2008–09
Le Roy (Terry) Eakin III

Executive Director:
Rick Cruz

Principal:
Raymond Weeden

Grades Served:

 PK-3 PK-4 K 1 2 3
 4 5 6 7 8 9 10
 11 12 GED ADULT ED

Part of a PK–8 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 11 to 1

School Mission/Purpose:

Founded in 2003, DC Prep is celebrating its first decade of 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.

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses 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.

Schools and programs with accountability plans do not receive a PMF tier.

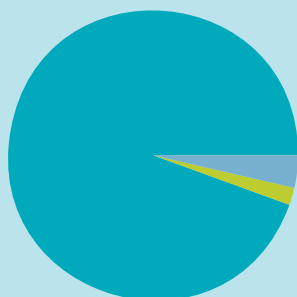
* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Unique School Characteristics

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

Student Demographics (2012–13)

Total Enrollment: 431



African American	94.7%	English Language Learners: 1.6%
Hispanic/Latino	1.9%	Low Income: 81.7%
White	0.0%	Special Education: 7.4%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	3.5%	

Transportation



Metro/Bus Service*

Benning Road or
Minnesota Avenue Metro
Station/96, 97; U8

*Please check www.wmata.com for updates.

DC Prep PCS – Benning Elementary

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

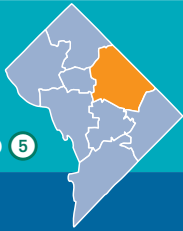
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 students will either master at least 21 letter identifications or increase their scores by an average of at least seven letter identifications by the spring administration of the Phonological Awareness Literacy Screening assessment. 	76.4% of students mastered at least 21 letter identifications and 23.6% of students increased their scores by an average of 12.6 letter identifications.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-4 students will either master at least 24 letter sounds or increase their scores by an average of at least seven letter sounds by the spring administration of the Strategic Teaching and Evaluation of Progress. 	62.0% of students mastered at least 24 letter sounds and 38.0% of students increased their scores by an average of 13.9 letter sounds.	Yes
<ul style="list-style-type: none"> Kindergarten through third-grade students will increase their math percentile score by an average of at least seven points by the spring administration on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades. 	Students achieved an average growth of 4.4 percentile points.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 50% of kindergarten through third-grade students will score at or above the 40th percentile in mathematics on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades. 	61.4% of students scored at or above the 40th percentile.	Yes
<ul style="list-style-type: none"> 50% of kindergarten through second-grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress. 	70.5% of students scored at or above grade level.	Yes
<ul style="list-style-type: none"> 51% of third-grade students will score proficient or advance in reading on the DC-CAS. 	54.9% scored proficient or advanced.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through third-grade students will attend school 92% of the days. 	The average daily attendance was 96.4%.	Yes

TOTAL TARGETS MET

7 OF **8**



DC Prep PCS – Edgewood Elementary

707 Edgewood Street, NE
Washington, DC 20017

202-635-4411
www.dcrep.org

School Profile (2013–14)

Board Chair: First School Year: 2007–08
Le Roy (Terry) Eakin III

Executive Director:
Rick Cruz

Principal:
Shaunte Edmonds

Grades Served:
☒ PK-3 ☒ PK-4 ☒ K ☒ 1 ☒ 2 ☒ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–8 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 13 to 1

School Mission/Purpose:

Founded in 2003, DC Prep is celebrating its first decade of 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
- PrepNext program helps student alumni transition to high school and on into college; 100% of graduates entered college-preparatory high schools
- Balances joy in learning with urgency and rigor; fosters a strong home-school partnership
- Decade-long track record of outstanding academic performance

Accountability Plans

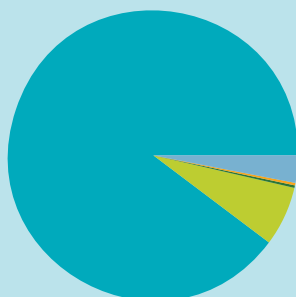
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 420



African American	90.0%	English Language Learners: 1.4%
Hispanic/Latino	6.7%	Low Income: 83.6%
White	0.2%	Special Education: 7.1%
Asian/Pacific Islander	0.2%	
Native American/Indian	0.2%	
Other	2.6%	

Transportation



Metro/Bus Service*
Rhode Island Avenue or
Brookland-CUA Metro
Station/D8; G8

*Please check www.wmata.com for updates.

DC Prep PCS – Edgewood Elementary

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 students will either master at least 21 letter identifications or increase their scores by an average of at least seven letter identifications by the spring administration of the Phonological Awareness Literacy Screening assessment. 	68.7% of students mastered at least 21 letter identifications and 31.3% of students increased their scores by an average of 13.6 letter identifications.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-4 students will either master at least 24 letter sounds or increase their scores by an average of at least seven letter sounds by the spring administration of the Strategic Teaching and Evaluation of Progress. 	75.0% of students mastered at least 24 letter sounds and 25.0% of students increased their scores by an average of 14.3 letter sounds.	Yes
<ul style="list-style-type: none"> Kindergarten through third-grade students will increase their math percentile score by an average of at least seven points by the spring administration on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades. 	Students achieved an average growth of 4.0 percentile points.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 50% of kindergarten through third-grade students will score at or above the 40th percentile in mathematics on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades. 	74.1% of students scored at or above the 40th percentile.	Yes
<ul style="list-style-type: none"> 50% of kindergarten through second-grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress. 	84.7% of students scored at or above grade level.	Yes
<ul style="list-style-type: none"> 70.4% of third-grade students will score proficient or advanced in reading on the DC-CAS. 	67.6% scored proficient or advanced.	No

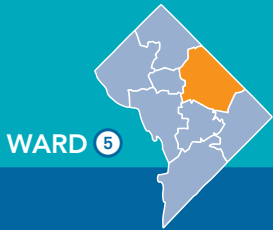
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through third-grade students will attend school 92% of the days. 	The average daily attendance was 96.9%.	Yes

TOTAL TARGETS MET

6 OF **8**



2013 School Performance Report



WARD 5

DC Prep PCS – Edgewood Middle

701 Edgewood Street, NE
Washington, DC 20017

202-832-5700

www.dcprep.org

Tier

2013 Score:
89.6%

1

2012 Score: **90.8%**

1

2011 Score: **92.3%**

1

School Profile (2013–14)

Board Chair:

Le Roy (Terry) Eakin III

Executive Director:

Rick Cruz

Principal:

Cassie Pergament

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–8 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 9 to 1

School Mission/Purpose:

Founded in 2003, DC Prep is celebrating its first decade of 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
- PrepNext program helps student alumni transition to high school and into college; 100% of graduates entered college-preparatory high schools
- Balances joy in learning with urgency and rigor; fosters a strong home-school partnership
- Decade-long track record of outstanding academic performance

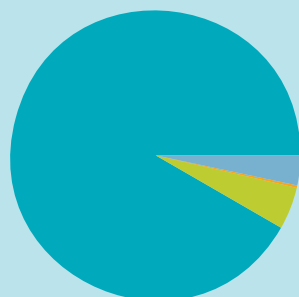
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 287



African American	91.6%	English Language Learners: 1.0%
Hispanic/Latino	4.9%	Low Income: 79.4%
White	0.0%	Special Education: 15.3%
Asian/Pacific Islander	0.3%	
Native American/Indian	0.0%	
Other	3.1%	

Transportation



Metro/Bus Service*

Rhode Island Avenue or
Brookland–CUA Metro
Station/D8; G8

*Please check www.wmata.com for updates.

DC Prep PCS – Edgewood Middle

2013 School Performance Report

(2012–13)

Grades measured: 4–8



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{17.3}{20.0}$

86.5%

Growth on DC-CAS Mathematics over time



$\frac{19.8}{20.0}$

99.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{3.3}{5.0}$

66.0%

Advanced only



$\frac{1.03}{1.25}$

82.4%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{4.3}{5.0}$

86.0%

Advanced only



$\frac{1.25}{1.25}$

100.0%

Middle grades DC-CAS Reading

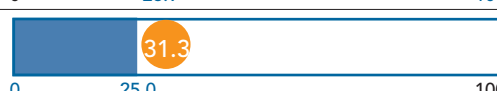
Proficient and Advanced



$\frac{3.8}{5.0}$

76.0%

Advanced only



$\frac{1.25}{1.25}$

100.0%

Middle grades DC-CAS Mathematics

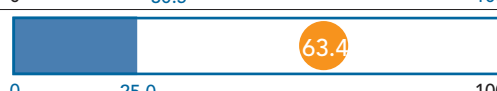
Proficient and Advanced



$\frac{4.6}{5.0}$

92.0%

Advanced only



$\frac{1.25}{1.25}$

100.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



—

N/A

Proficient and Advanced 8th grade Mathematics



$\frac{15.0}{15.0}$

100.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{6.7}{10.0}$

67.0%

TOTAL SCORE

TIER 1

$\frac{89.6}{100.0}$

89.6%

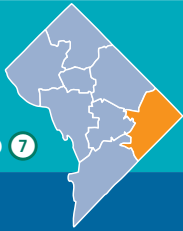
For a more detailed explanation of the indicators, see our user guide.



2013 School Performance Report

DC Scholars PCS

WARD 7



5601 East Capitol Street, SE
Washington, DC 20019

202-559-6138

www.dcscholars.org

School Profile (2013–14)

Board Chair:

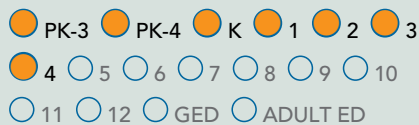
Mieka Wick

First School Year: 2012–13

Principal:

Rebecca Crouch

Grades Served:



Will grow to eighth grade

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 98%

Student-to-Teacher Ratio: 10 to 1

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 instruction time, increased parent engagement, and character education drive achievement

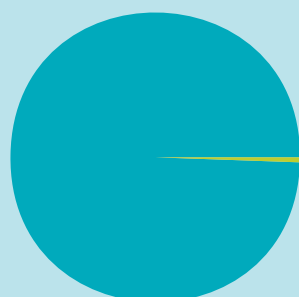
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 183



African American	99.5%	English Language Learners: 0.5%
Hispanic/Latino	0.5%	Low Income: 96.0%
White	0.0%	Special Education: 9.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Capitol Heights Metro Station/96, 97

**Please check www.wmata.com for updates.*

(2012–13)

Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy on the Teaching Strategies GOLD assessment. 	94.6% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will make 0 or greater NCE in mathematics on the Group Mathematics assessment and Diagnostic Evaluation. 	90.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten students will score on grade level or higher in reading on the Fountas and Pinnell assessment. 	88.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first through second-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment. 	27.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation. 	75.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 55% of third-grade students will score proficient or advanced in reading on the DC-CAS. 	53.3% of students met this goal.	No
<ul style="list-style-type: none"> 45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS. 	66.7% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 90.8%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through third-grade students will attend school 92% of the days. 	The average daily attendance was 92.3%.	Yes

TOTAL TARGETS MET

7 OF **9**



2013 School Performance Report



WARD 1

E.L. Haynes PCS – Georgia Avenue

3600 Georgia Avenue, NW
Washington, DC 20010

202-667-4446
www.elhaynes.org

Tier

2013 Score:
60.9%

2

2012 Score: **65.6%**

1

2011 Score: **78.9%**

1

School Profile (2013–14)

Board Chair:

Michael Hall

Executive Director:

Jennifer C. Niles

Principal:

Myron Long

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 92%

Student-to-Teacher Ratio: 9 to 1

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 PK–11 (growing to PK–12) across our three schools
- Optional intersession opportunities annually and extended day programming from 7:30 a.m. to 6 p.m.
- Electives in Spanish, Arabic, art, music, health/fitness, drama, Marimba Ensemble, and Choir
- Organized sports including flag football, soccer, basketball, volleyball, cross country, and track

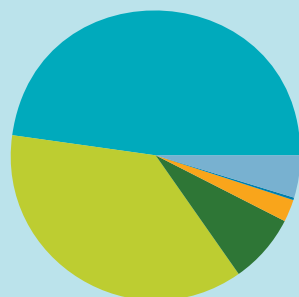
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 395



African American	47.8%	English Language Learners: 19.7%
Hispanic/Latino	37.0%	Low Income: 75.4%
White	7.8%	Special Education: 21.0%
Asian/Pacific Islander	2.5%	
Native American/Indian	0.3%	
Other	4.6%	

Transportation



Metro/Bus Service*

Georgia Avenue–Petworth Metro Station/62, 63; 70, 79

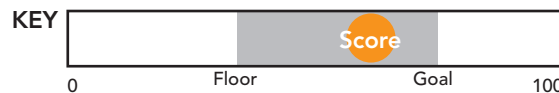
*Please check www.wmata.com for updates.

E.L. Haynes PCS – Georgia Avenue

2013 School Performance Report

(2012–13)

Grades measured: 4–8

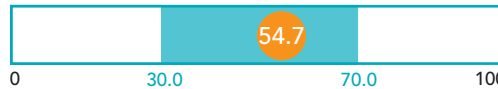


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

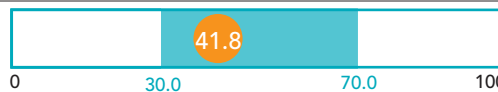
Growth on DC-CAS Reading over time



$\frac{12.4}{20.0}$

62.0%

Growth on DC-CAS Mathematics over time



$\frac{5.9}{20.0}$

29.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.0}{5.0}$

40.0%

Advanced only



$\frac{0.28}{1.25}$

22.4%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.7}{5.0}$

34.0%

Advanced only



$\frac{0.43}{1.25}$

34.4%

Middle grades DC-CAS Reading

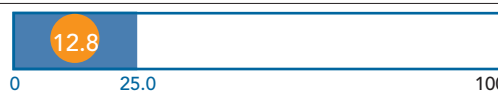
Proficient and Advanced



$\frac{2.3}{5.0}$

46.0%

Advanced only



$\frac{0.64}{1.25}$

51.2%

Middle grades DC-CAS Mathematics

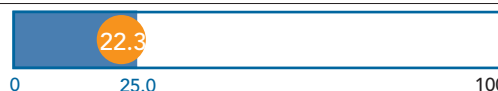
Proficient and Advanced



$\frac{2.8}{5.0}$

56.0%

Advanced only



$\frac{1.12}{1.25}$

89.6%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



—

N/A

Proficient and Advanced 8th grade Mathematics



$\frac{11.3}{15.0}$

75.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{10.0}{10.0}$

100.0%

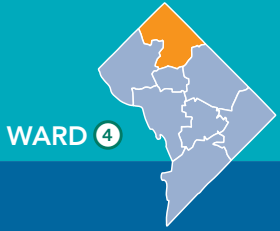
TOTAL SCORE

TIER 2

$\frac{60.9}{100.0}$

60.9%

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



WARD 4

E.L. Haynes PCS – Kansas Avenue (Elementary School)

4501 Kansas Avenue, NW
Washington, DC 20011

202-706-5828
www.elhaynes.org

School Profile (2013–14)

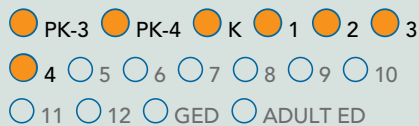
Board Chair:
Michael Hall

First School Year: 2004–05

Executive Director:
Jennifer C. Niles

Principal:
Michelle Molitor

Grades Served:



Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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 PK–11 (growing to PK–12) across our three schools
- Optional intersession opportunities annually and extended day programming from 7:30 a.m. to 6 p.m.
- Electives in Spanish, Arabic, art, music, health/fitness, drama, Marimba Ensemble, and Choir
- Organized sports including flag football, soccer, basketball, volleyball, cross country, and track

Accountability Plans

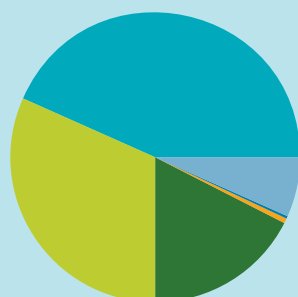
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 327



African American	43.4%	English Language Learners: 28.4%
Hispanic/Latino	31.8%	Low Income: 60.2%
White	17.4%	Special Education: 13.5%
Asian/Pacific Islander	0.6%	
Native American/Indian	0.3%	
Other	6.4%	

Transportation



Metro/Bus Service*
Georgia Avenue-Petworth
Metro Station/62, 63

*Please check www.wmata.com for updates.

E.L. Haynes PCS – Kansas Avenue (Elementary School)

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

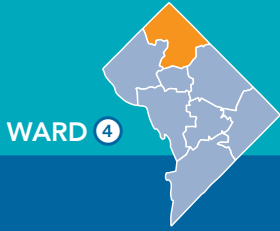
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed their projected growth goals by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment. 	74.0% of students met or exceeded their projected growth goals.	Yes
<ul style="list-style-type: none"> 75% of kindergarten through second-grade students will make at least one year's growth by the spring administration on the Fountas and Pinnell assessment. 	60.0% of students made at least one year's growth.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of first- and second-grade students will read on grade level or higher on the Fountas and Pinnell assessment. 	76.0% of students read on grade level or higher.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through third-grade students will attend school 92% of the days. 	The average daily attendance was 97.7%.	Yes

TOTAL TARGETS MET

4 OF **5**



WARD 4

E.L. Haynes PCS – Kansas Avenue (High School)

4501 Kansas Avenue, NW
Washington, DC 20011

202-706-5838
www.elhaynes.org

Tier

2013 Score:
58.3%

2

2012 Score: **N/A**

2011 Score: **N/A**

School Profile (2013–14)

Board Chair:

Michael Hall

First School Year: 2011–12

Executive Director:

Jennifer C. Niles

Principal:

Caroline Hill

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☐ 12 ☐ GED ☐ ADULT ED

Will grow to 12th grade; part of a PK–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 94%

Student-to-Teacher Ratio: 8 to 1

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 PK–11 (growing to PK–12) across our three schools
- Extensive city-wide field work to museums, landmarks, parks, businesses; visits to colleges in and outside of Washington, DC
- Electives in Spanish, Arabic, art, music, health/fitness, drama, and Marimba Ensemble
- Organized sports including soccer, basketball, volleyball, cheerleading, cross country, and track

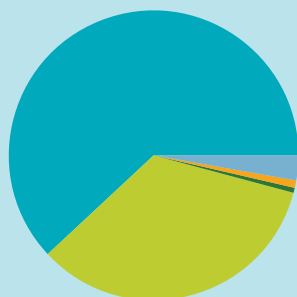
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 227



African American	62.1%	English Language Learners: 18.9%
Hispanic/Latino	33.9%	Low Income: 77.1%
White	0.4%	Special Education: 20.7%
Asian/Pacific Islander	0.9%	
Native American/Indian	0.0%	
Other	2.6%	

Transportation



Metro/Bus Service*
Georgia
Avenue-Petworth Metro
Station/62, 63

*Please check www.wmata.com for updates.

E.L. Haynes PCS – Kansas Avenue (High School)

2013 School Performance Report

(2012–13)

Grades measured: 9–10

KEY

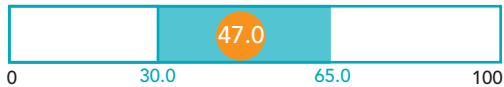


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

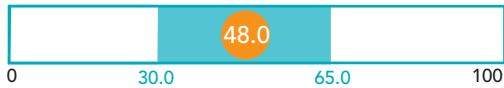
Growth on DC-CAS Reading over time



$\frac{3.6}{7.5}$

48.6%

Growth on DC-CAS Mathematics over time



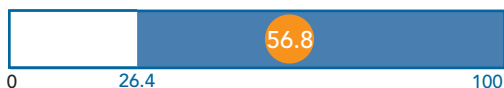
$\frac{3.9}{7.5}$

51.4%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{4.1}{10.0}$

41.0%

Advanced only



$\frac{1.6}{2.5}$

64.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{5.0}{10.0}$

50.0%

Advanced only



$\frac{1.6}{2.5}$

64.0%

Advanced Placement and International
Baccalaureate performance (12th)



—

N/A

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



—

N/A

PSAT performance (11th)



—

N/A

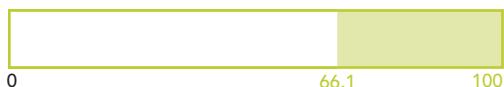
SAT performance (12th)



—

N/A

College acceptance rate



—

N/A

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{7.6}{10.0}$

76.0%

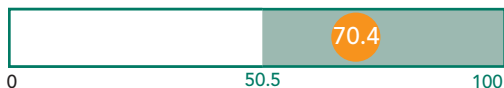
Re-enrollment in this school



$\frac{8.5}{10.0}$

85.0%

9th grade credits (on track to graduate)



$\frac{2.0}{5.0}$

40.0%

TOTAL SCORE

TIER 2

$\frac{37.9}{65.0}$

58.3%

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



Eagle Academy PCS – The Eagle Center at McGogney

3400 Wheeler Road, SE
Washington, DC 20032

202-544-2646

www.eagleacademypcs.org

School Profile (2013–14)

Board Chair: First School Year: 2003–04
Davene B. McCarthy White

Executive Director:
Cassandra S. Pinkney, M. Ed.

Principal:
Jeff Cline

Grades Served:



Part of a PK–3 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 15 to 1

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, problem-solving abilities, emphasizing cognitive, social, and emotional growth by engaging children as active learners.

Unique School Characteristics

- Science, technology, engineering, and mathematics (STEM) program
- Wide array of technology in every room
- Before and after care programs
- Art, music, physical education, and academic enrichment
- Middle States Accreditation
- Expansion of facilities in 2014

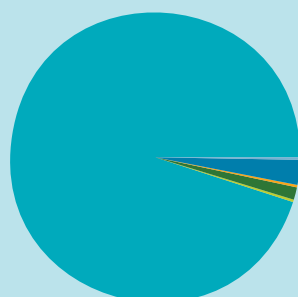
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 640



African American	95.2%	English Language Learners: 0.0%
Hispanic/Latino	0.5%	Low Income: 65.0%
White	1.3%	Special Education: 13.9%
Asian/Pacific Islander	0.2%	
Native American/Indian	2.8%	
Other	0.2%	

Transportation



Metro/Bus Service*
Congress Heights or
Anacostia Station

*Please check www.wmata.com for updates.

Eagle Academy PCS – The Eagle Center at McGogney

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Individual Growth and Development Indicators assessment. 	92.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	66.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	64.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 55% of third-grade students will score proficient or advanced in reading on the DC-CAS. 	53.1% of students met this goal.	No
<ul style="list-style-type: none"> 45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS. 	67.3% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 91.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through third-grade students will attend school 92% of the days. 	The average daily attendance was 91.2%.	No

TOTAL TARGETS MET

5 OF **7**



Eagle Academy PCS – New Jersey Avenue

1017 New Jersey Avenue, SE
Washington, DC 20003

202-459-6825

www.eagleacademypcs.org

School Profile (2013–14)

Board Chair: First School Year: 2012–13
Davene B. McCarthy White

Executive Director:
Cassandra S. Pinkney, M. Ed.

Principal:
Trenice Jett-Jones

Grades Served:
☒ PK-3 ☒ PK-4 ☒ K ☒ 1 ☒ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Will grow to third grade; part of a PK–3 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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, problem-solving abilities, emphasizing cognitive, social, and emotional growth by engaging children as active learners.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

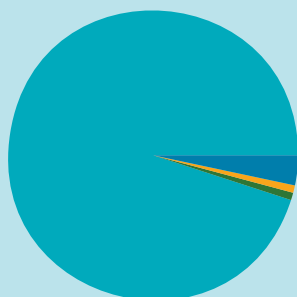
* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Unique School Characteristics

- Science, technology, engineering, and mathematics (STEM) program
- Art, music, physical education, and academic enrichment
- Before and after care programs
- Middle States Accreditation
- Community partnership with Department of Transportation

Student Demographics (2012–13)

Total Enrollment: 125



African American	95.2%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 56.0%
White	0.8%	Special Education: 7.2%
Asian/Pacific Islander	0.8%	
Native American/Indian	3.2%	
Other	0.0%	

Transportation



Metro/Bus Service*
Navy Yard Metro Station

*Please check www.wmata.com for updates.

Eagle Academy PCS – New Jersey Avenue

2013 School Performance Report

(2012–13)

Grades measured: PK3–1

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Individual Growth and Development Indicators assessment. 	81.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	77.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	75.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score on grade level or higher in mathematics on the Easy Curriculum-Based Measures. 	88.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through first-grade students will attend school 92% of the days. 	The average daily attendance was 98.3%.	Yes

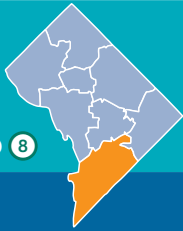
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 through first-grade students will receive an 85 or above on the Social Skills Improvement System. 	64.0% of students met this goal.	Yes

TOTAL TARGETS MET

7 OF **7**

Early Childhood Academy PCS

WARD 8



4301 9th Street, SE
Washington, DC 20032

202-373-0035
www.ecapcs.org

School Profile (2013–14)

Board Chair:

Dennis Sawyers

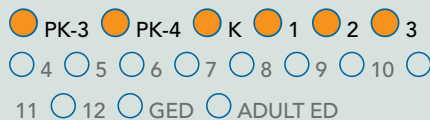
Executive Director:

Wendy Edwards

Principal:

Thann Ingraham

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 11 to 1

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 uniquely supports the academic and social-emotional growth and development of students in grades PK3–3
- Teachers use computers, iPads, and smartboards in classrooms; quarterly field trips connect student learning with real-world experiences
- Before and after care programs run by teachers as an extension of classroom learning

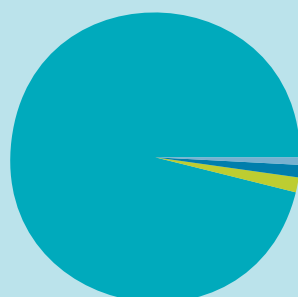
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 135



African American	96.3%	English Language Learners: 0.0%
Hispanic/Latino	1.5%	Low Income: 100.0%
White	0.0%	Special Education: 11.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	1.5%	
Other	0.7%	

Transportation



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

**Please check www.wmata.com for updates.*

Early Childhood Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance to the spring developmental range in literacy/language on the Phonological Awareness Literacy Screening. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	46.0% of students met this goal.	No

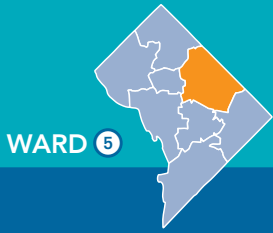
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score on grade level or higher in reading on the Developmental Reading assessment. 	72.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 55% of third-grade students will score proficient or advanced in reading on the DC-CAS. 	53.8% of students met this goal.	No
<ul style="list-style-type: none"> 45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS. 	43.6% of students met this goal.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 90.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through third-grade students will attend school 92% of the days. 	The average daily attendance was 92.9%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of parents will report "Satisfied" or "Highly Satisfied" on the end-of-the-year Parent Satisfaction Survey indicator stating "ECA provides a warm and nurturing environment for my child." 	97.0% of parents answered "Satisfied" or "Highly Satisfied" on the end-of-the-year Parent Satisfaction Survey indicator stating "ECA provides a warm and nurturing environment for my child."	Yes

TOTAL TARGETS MET

5 OF **8**



WARD 5

2013 School Performance Report

Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace, NE
Washington, DC 20017

202-265-7237
www.ewstokes.org

Tier

2013 Score:
66.0%

1

2012 Score: **63.5%**

2

2011 Score: **67.2%**

1

School Profile (2013–14)

Board Chair:

Lisa Hall

First School Year: 1998–99

Executive Director:

Erika Bryant

Principal:

Maura Varley-Gutierrez (PK–2) and Alejandra Maudet (3–6)

Grades Served:



Part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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

- Teaches students to think, read, write, and learn in two languages: English and Spanish or English and French
- Students engage in community service learning to prepare them for citizenship in a multicultural, global society
- Aims to increase students' knowledge of and respect for their own cultures and the cultures of others
- Supports students' emotional, physical, and cognitive development and well-being

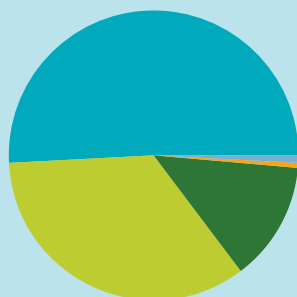
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 335



African American	51.0%	English Language Learners: 24.8%
Hispanic/Latino	34.3%	Low Income: 68.7%
White	13.4%	Special Education: 12.5%
Asian/Pacific Islander	0.6%	
Native American/Indian	0.0%	
Other	0.6%	

Transportation



Metro/Bus Service*
Brookland-CUA Metro Station

*Please check www.wmata.com for updates.

Elsie Whitlow Stokes Community Freedom PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–6

KEY

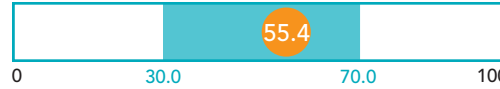


Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{12.7}{20.0}$

63.5%

Growth on DC-CAS Mathematics over time



$\frac{14.5}{20.0}$

73.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{5.0}{10.0}$

50.0%

Advanced only



$\frac{0.8}{2.5}$

32.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{6.3}{10.0}$

63.0%

Advanced only



$\frac{2.2}{2.5}$

88.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{8.7}{15.0}$

58.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{5.8}{10.0}$

58.0%

TOTAL SCORE

TIER 1

$\frac{66.0}{100.0}$

66.0%

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



WARD 5

Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace, NE
Washington, DC 20017

202-265-7237
www.ewstokes.org

School Profile (2013–14)

Board Chair:

Lisa Hall

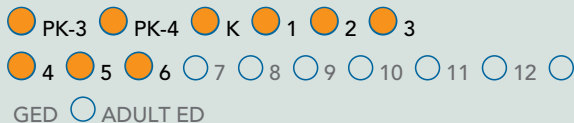
Executive Director:

Erika Bryant

Principal:

Maura Varley-Gutierrez (PK–2) and Alejandra Maudet (3–6)

Grades Served:



Part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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

- Teaches students to think, read, write, and learn in two languages: English and Spanish or English and French
- Students engage in community service learning to prepare them for citizenship in a multicultural, global society
- Aims to increase students' knowledge of and respect for their own cultures and the cultures of others
- Supports students' emotional, physical, and cognitive development and well-being

Accountability Plans

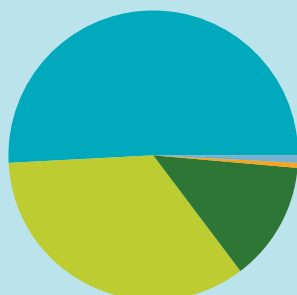
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 335



African American	51.0%	English Language Learners: 24.8%
Hispanic/Latino	34.3%	Low Income: 68.7%
White	13.4%	Special Education: 12.5%
Asian/Pacific Islander	0.6%	
Native American/Indian	0.0%	
Other	0.6%	

Transportation



Metro/Bus Service*
Brookland-CUA Metro Station

*Please check www.wmata.com for updates.

Elsie Whitlow Stokes Community Freedom PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed growth expectations by the spring administration in literacy on the Teaching Strategies GOLD assessment. 	96.0% of students met or exceeded growth expectations.	Yes
<ul style="list-style-type: none"> 70% of kindergarten students will increase by one level or maintain their benchmark score by the spring administration on the Dynamic Inventory of Basic Early Literacy Skills (DIBELS) assessment. 	65.0% of students met this goal.	No
<ul style="list-style-type: none"> 70% of first- and second-grade students will increase at least one NCE above their previous year's score in literacy on the Terra Nova assessment. 	68.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will score at or above stanine 4 in reading on the Terra Nova assessment. 	85.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will score at or above stanine 4 in math on the Terra Nova assessment. 	90.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 97.4%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 98.1%.	Yes

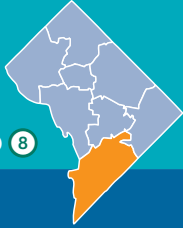
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 80% of parents of pre-kindergarten students will report being "Satisfied" or "Highly Satisfied" with the school on the end-of-year parent survey. 	90.5% of parents were satisfied or highly satisfied on the end-of-year parent survey.	Yes

TOTAL TARGETS MET

6 OF **8**

Excel Academy PCS

WARD 8



2501 Martin Luther King Jr. Avenue, SE
Washington, DC 20020

202-373-0097
www.excelpcs.org

School Profile (2013–14)

Board Chair:

Vito Germinario

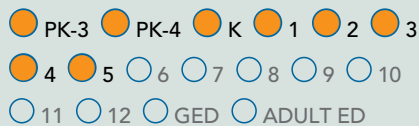
Executive Director:

Kaye Savage

Principal:

Lela Johnson

Grades Served:



Will grow to eighth grade

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 13 to 1

School Mission/Purpose:

Excel Academy Public Charter School provides preschool through eighth 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 (K-2)
- Academically rigorous curriculum aligned with Common Core State Standards
- Before- and after-school programs available
- Enrichment opportunities include PE, health, music, art, technology, Latin, and Saturday Academy
- Fresh food prepared daily at our on-site kitchen

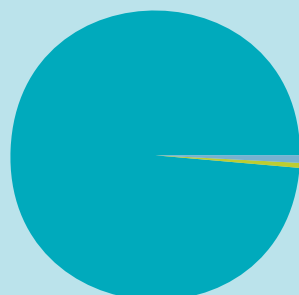
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 515



African American	98.8%	English Language Learners: 0.0%
Hispanic/Latino	0.6%	Low Income: 100.0%
White	0.0%	Special Education: 7.2%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.6%	

Transportation



Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance from Emerging to Satisfactory in literacy/language on the mCLASS CIRCLE: letter assessment. 	88.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 through first-grade students will advance at least one level in mathematics on the mCLASS CIRCLE: math. 	80.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. 	77.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score at the 40th percentile or higher in Reading/Math Composite score on the Terra Nova assessment. 	86.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment. 	76.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 90.8%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 93.7%.	Yes

TOTAL TARGETS MET

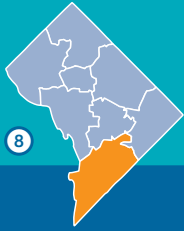
7 OF **7**



2013 School Performance Report

Excel Academy PCS

WARD 8



2501 Martin Luther King Jr. Avenue, SE
Washington, DC 20020

202-373-0097
www.excelpcs.org

Tier

2013 Score:
46.5%

2

2012 Score: **N/A**

2011 Score: **N/A**

School Profile (2013–14)

Board Chair:

Vito Germinario

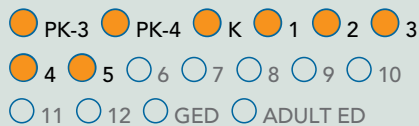
Executive Director:

Kaye Savage

Principal:

Lela Johnson

Grades Served:



Will grow to eighth grade

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 13 to 1

School Mission/Purpose:

Excel Academy Public Charter School provides preschool through eighth 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 (K-2)
- Academically rigorous curriculum aligned with Common Core State Standards
- Before- and after-school programs available
- Enrichment opportunities include PE, health, music, art, technology, Latin, and Saturday Academy
- Fresh food prepared daily at our on-site kitchen

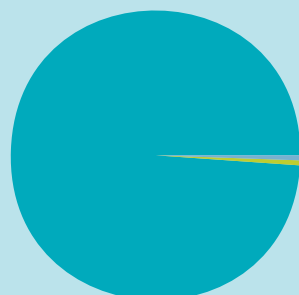
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 515



African American	98.8%	English Language Learners: 0.0%
Hispanic/Latino	0.6%	Low Income: 100.0%
White	0.0%	Special Education: 7.2%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.4%	

Transportation



Metro/Bus Service*
Anacostia Metro Station

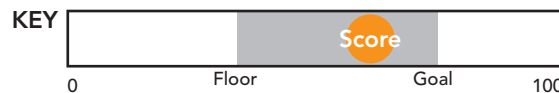
*Please check www.wmata.com for updates.

Excel Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–4



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{13.0}{20.0}$

65.0%

Growth on DC-CAS Mathematics over time



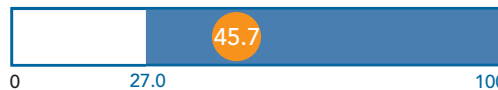
$\frac{4.5}{20.0}$

23.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{2.6}{10.0}$

26.0%

Advanced only



$\frac{0.2}{2.5}$

8.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{4.8}{10.0}$

48.0%

Advanced only



$\frac{0.9}{2.5}$

36.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{2.9}{15.0}$

19.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.6}{10.0}$

76.0%

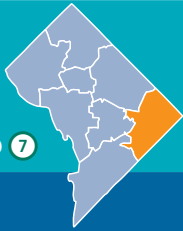
TOTAL SCORE

TIER 2

$\frac{46.5}{100.0}$

46.5%

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



Friendship PCS – Blow-Pierce Elementary

725 19th Street, NE
Washington, DC 20002

202-572-1070

www.friendshipschools.org

School Profile (2013–14)

Board Chair:

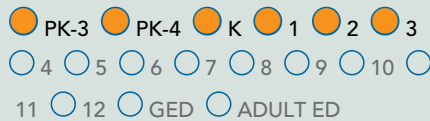
Donald L. Hense

First School Year: 1999–2000

Principal:

Jeffrey Grant, Ed.D.

Grades Served:



Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 92%

Student-to-Teacher Ratio: Not reported

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
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

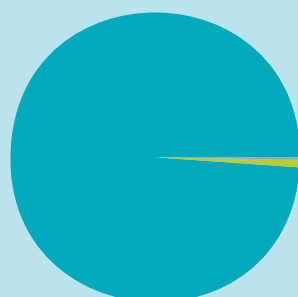
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 683



African American	99.0%	English Language Learners: 0.0%
Hispanic/Latino	0.9%	Low Income: 100.0%
White	0.0%	Special Education: 12.7%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.1%	

Transportation



Metro/Bus Service*

X1, X2, X3, X8, X9; D6; B2

*Please check www.wmata.com for updates.

Friendship PCS – Blow-Pierce Elementary

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	67.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	61.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	79.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 55% of third-grade students will score proficient or advanced in reading on the DC-CAS. 	13.3% of students met this goal.	No
<ul style="list-style-type: none"> 45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS. 	10.0% of students met this goal.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 93.7%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.5%.	Yes

Friendship PCS – Blow-Pierce Elementary

2013 School Performance Report

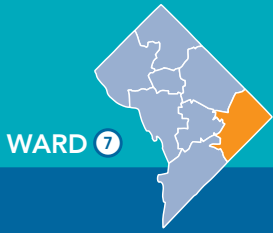
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none">60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations or will make appropriate growth for their age in the Social Emotional domain of the GOLD assessment.	97.0% of students met this goal.	Yes

TOTAL TARGETS MET

7 OF **9**



2013 School Performance Report



WARD 7

Friendship PCS – Blow-Pierce Middle

725 19th Street, NE
Washington, DC 20002

202-572-1070

www.friendshipschools.org

Tier

2013 Score:
47.5%

2

2012 Score: **35.7%**

2

2011 Score: **38.6%**

2

School Profile (2013–14)

Board Chair:

Donald L. Hense

First School Year: 1999-00

Principal:

Jeffrey Grant, Ed.D.

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 92%

Student-to-Teacher Ratio: Not Reported

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
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

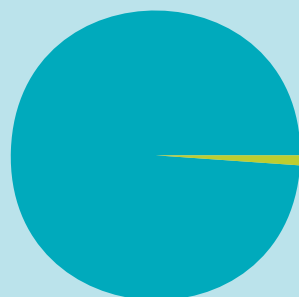
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 310



African American	99.0%	English Language Learners: 1.0%
Hispanic/Latino	1.0%	Low Income: 100.0%
White	0.0%	Special Education: 20.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

X1, X2, X3, X8, X9; D6; B2

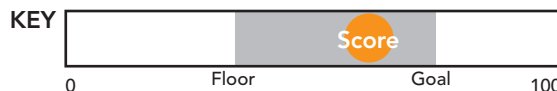
*Please check www.wmata.com for updates.

Friendship PCS – Blow-Pierce Middle

2013 School Performance Report

(2012–13)

Grades measured: 4–8

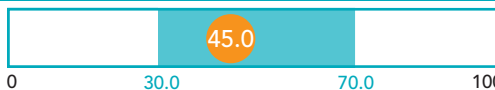


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{7.5}{20.0}$

37.5%

Growth on DC-CAS Mathematics over time



$\frac{12.5}{20.0}$

62.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{5.0}$

0.0%

Advanced only



$\frac{0.0}{1.25}$

0.0%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only



$\frac{0.24}{1.25}$

19.2%

Middle grades DC-CAS Reading

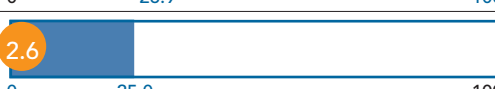
Proficient and Advanced



$\frac{0.4}{5.0}$

8.0%

Advanced only

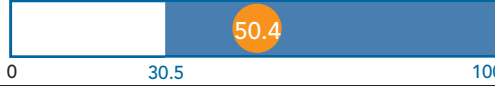


$\frac{0.13}{1.25}$

10.4%

Middle grades DC-CAS Mathematics

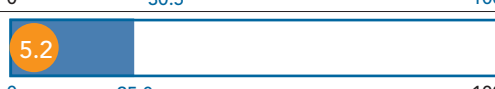
Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only



$\frac{0.26}{1.25}$

20.8%

Gateway (15 points): Outcomes in key subjects that predict future educational success

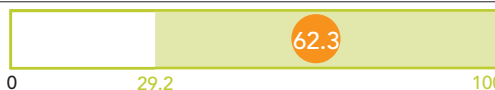
Proficient and Advanced 3rd grade Reading



—

N/A

Proficient and Advanced 8th grade Mathematics



$\frac{7.0}{15.0}$

46.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{6.7}{10.0}$

67.0%

TOTAL SCORE

TIER 2

$\frac{47.5}{100.0}$

47.5%

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



WARD 6

Friendship PCS – Chamberlain Elementary

1345 Potomac Avenue, SE
Washington, DC 20003

202-547-5800

www.friendshipschools.org

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Morris Harbour

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 98%

Student-to-Teacher Ratio: Not reported

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
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

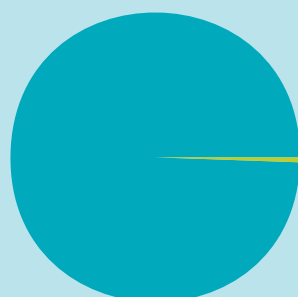
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 760



African American	99.5%	English Language Learners: 0.0%
Hispanic/Latino	0.5%	Low Income: 100.0%
White	0.0%	Special Education: 10.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Potomac Avenue Metro Station/32, 34, 36; V7, V8, V9

*Please check www.wmata.com for updates.

Friendship PCS – Chamberlain Elementary

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	69.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	80.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	93.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 55% of third-grade students will score proficient or advanced in reading on the DC-CAS. 	41.7% of students met this goal.	No
<ul style="list-style-type: none"> 45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS. 	40.3% of students met this goal.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 92.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.3%.	Yes

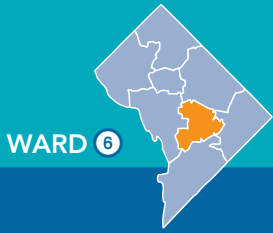
Friendship PCS – Chamberlain Elementary

2013 School Performance Report

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none">60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations or will make appropriate growth for their age in the Social Emotional domain of the GOLD assessment.	100.0% of students met this goal.	Yes

TOTAL TARGETS MET

7 OF **9**



WARD 6

2013 School Performance Report

Friendship PCS – Chamberlain Middle

1345 Potomac Avenue, SE
Washington, DC 20003

202-547-5800

www.friendshipschools.org

Tier

2013 Score:
67.0%

1

2012 Score: **53.8%**

2

2011 Score: **53.0%**

2

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Morris Harbour

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 98%

Student-to-Teacher Ratio: Not reported

First School Year: 1998–99

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 & college
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

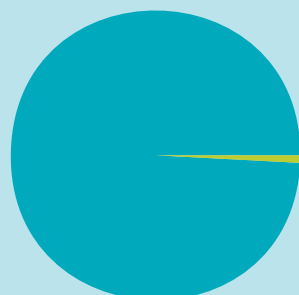
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 385



African American	99.2%	English Language Learners: 0.0%
Hispanic/Latino	0.8%	Low Income: 100.0%
White	0.0%	Special Education: 13.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Potomac Avenue Metro Station/32, 34, 36; V7, V8, V9

*Please check www.wmata.com for updates.

Friendship PCS – Chamberlain Middle

2013 School Performance Report

(2012–13)

Grades measured: 4–8

KEY

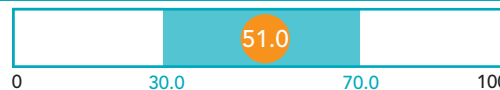


Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{10.5}{20.0}$

52.5%

Growth on DC-CAS Mathematics over time



$\frac{15.2}{20.0}$

76.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only

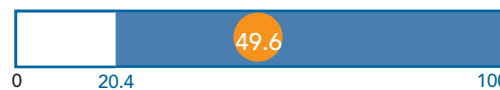


$\frac{0.11}{1.25}$

8.8%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.8}{5.0}$

36.0%

Advanced only



$\frac{0.59}{1.25}$

47.2%

Middle grades DC-CAS Reading

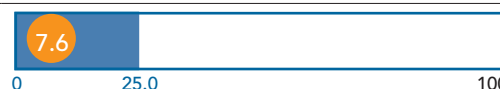
Proficient and Advanced



$\frac{1.5}{5.0}$

30.0%

Advanced only



$\frac{0.38}{1.25}$

30.4%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.5}{5.0}$

50.0%

Advanced only



$\frac{0.86}{1.25}$

68.8%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



—

N/A

Proficient and Advanced 8th grade Mathematics



$\frac{14.2}{15.0}$

94.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.2}{10.0}$

82.0%

TOTAL SCORE

TIER 1

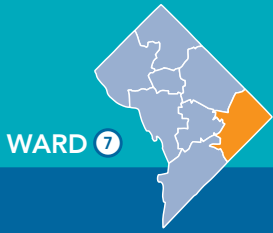
$\frac{67.0}{100.0}$

67.0%

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



2013 School Performance Report



WARD 7

Friendship PCS – Collegiate Academy

4095 Minnesota Avenue, NE
Washington, DC 20019

202-396-5500

www.friendshipschools.org

Tier

2013 Score:
53.1%

2

2012 Score: **62.8%**

2

2011 Score: **56.1%**

2

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Peggy Jones

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

First School Year: 2000–01

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
- Develop critical and creative thinking, oral and written communication, and intellectual curiosity
- AP courses starting in ninth grade, allowing high school students to take college-level work

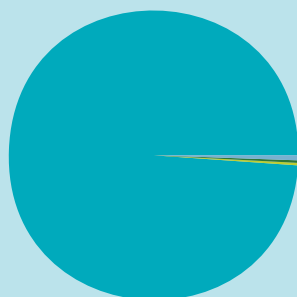
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 1040



African American	99.5%	English Language Learners: 0.0%
Hispanic/Latino	0.1%	Low Income: 100.0%
White	0.1%	Special Education: 14.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.1%	
Other	0.2%	

Transportation



Metro/Bus Service*
Minnesota Avenue Metro Station

*Please check www.wmata.com for updates.

Friendship PCS – Collegiate Academy

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

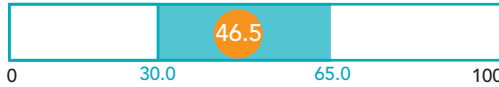


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

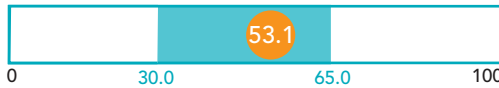
Growth on DC-CAS Reading over time



$\frac{3.5}{7.5}$

46.7%

Growth on DC-CAS Mathematics over time



$\frac{5.0}{7.5}$

66.7%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{0.7}{10.0}$

7.0%

Advanced only



$\frac{0.5}{2.5}$

20.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.9}{10.0}$

19.0%

Advanced only



$\frac{0.1}{2.5}$

4.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{2.6}{5.0}$

52.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{6.7}{7.5}$

89.3%

PSAT performance (11th)



$\frac{2.8}{7.5}$

37.3%

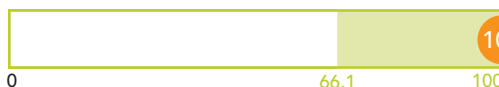
SAT performance (12th)



$\frac{2.2}{7.5}$

29.3%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{7.4}{10.0}$

74.0%

Re-enrollment in this school



$\frac{7.6}{10.0}$

76.0%

9th grade credits (on track to graduate)



$\frac{4.6}{5.0}$

92.0%

TOTAL SCORE

TIER 2

$\frac{53.1}{100.0}$

53.1%

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



Friendship PCS – Southeast Elementary Academy

645 Milwaukee Place, SE
Washington, DC 20032

202-562-1980

www.friendshipschools.org

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Joseph Speight

Grades Served:



Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not reported

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
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

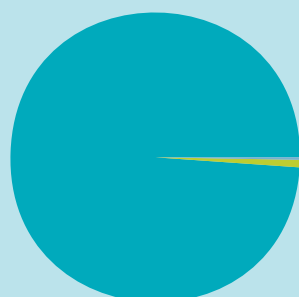
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 551



African American	99.1%	English Language Learners: 0.0%
Hispanic/Latino	0.7%	Low Income: 100.0%
White	0.0%	Special Education: 10.2%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.2%	

Transportation



Metro/Bus Service*

Anacostia or Congress Heights Metro Station/A2, A4, A6, A7, A8; 42, 46, 48; W2, W3

*Please check www.wmata.com for updates.

Friendship PCS – Southeast Elementary Academy

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	65.0% of students met this goal.	Yes

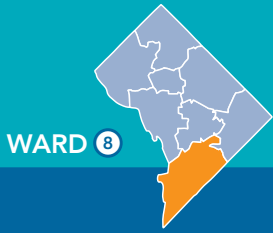
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	77.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	89.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 95.6%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations or will make appropriate growth for their age in the Social Emotional domain of the GOLD assessment. 	88.0% of students met this goal.	Yes

TOTAL TARGETS MET

7 OF **7**



WARD 8

2013 School Performance Report

Friendship PCS – Southeast Elementary Academy

645 Milwaukee Place, SE
Washington, DC 20032

202-562-1980

www.friendshipschools.org

Tier

2013 Score:
62.0%

2

2012 Score: **49.6%**

2

2011 Score: **38.2%**

2

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Joseph Speight

Grades Served:



Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not reported

First School Year: 2005–06

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
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

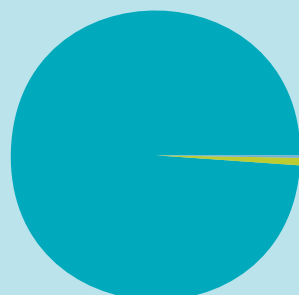
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 551



African American	99.1%	English Language Learners: 0.0%
Hispanic/Latino	0.7%	Low Income: 100.0%
White	0.0%	Special Education: 10.2%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.2%	

Transportation



Metro/Bus Service*

Anacostia or Congress Heights Metro Station/A2, A4, A6, A7, A8; 42, 46, 48; W2, W3

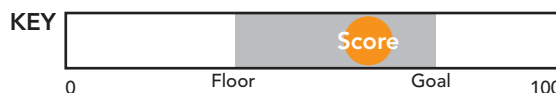
*Please check www.wmata.com for updates.

Friendship PCS – Southeast Elementary Academy

2013 School Performance Report

(2012–13)

Grades measured: 3–5



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{12.8}{20.0}$

64.0%

Growth on DC-CAS Mathematics over time



$\frac{16.8}{20.0}$

84.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{2.7}{10.0}$

27.0%

Advanced only



$\frac{0.3}{2.5}$

12.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{3.9}{10.0}$

39.0%

Advanced only



$\frac{0.7}{2.5}$

28.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{5.9}{15.0}$

39.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.9}{10.0}$

89.0%

TOTAL SCORE

TIER 2

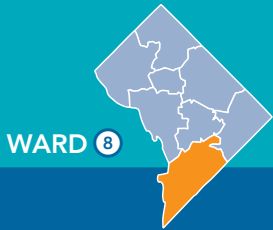
$\frac{62.0}{100.0}$

62.0%

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



2013 School Performance Report



WARD 8

Friendship PCS – Technology Preparatory Academy (Middle)

620 Milwaukee Place, SE
Washington, DC 20032

202-562-1681

www.friendshipschools.org

Tier

2013 Score:
37.5%

2

2012 Score: **50.1%**

2

2011 Score: **51.8%**

2

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Doranna Tindle

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10
☒ 11 ☐ 12 ☐ GED ☐ ADULT ED

Will grow to 12th grade; part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not reported

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
- Partners with community organizations to expose students to a variety of college and career opportunities

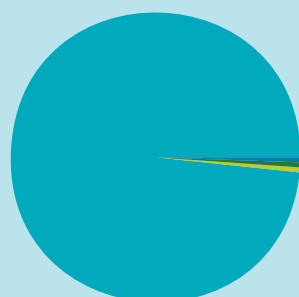
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 369



African American	98.4%	English Language Learners: 0.0%
Hispanic/Latino	0.5%	Low Income: 100.0%
White	0.8%	Special Education: 22.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.3%	
Other	0.0%	

Transportation



Metro/Bus Service*

Anacostia or Congress Heights Metro Station/A2, A4, A6, A7, A8; 42, 46, 48; W2, W3

*Please check www.wmata.com for updates.

Friendship PCS – Technology Preparatory Academy (Middle)

2013 School Performance Report

(2012–13)

Grades measured: 6–8

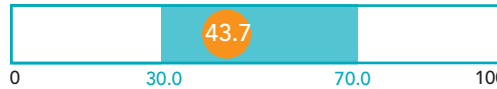


Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

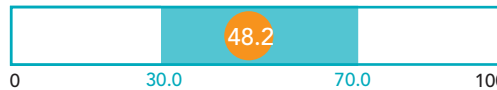
Growth on DC-CAS Reading over time



$\frac{6.9}{20.0}$

34.5%

Growth on DC-CAS Mathematics over time



$\frac{9.1}{20.0}$

45.5%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{0.6}{10.0}$

6.0%

Advanced only



$\frac{0.3}{2.5}$

12.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{2.1}{10.0}$

21.0%

Advanced only



$\frac{0.5}{2.5}$

20.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

**Proficient and Advanced 8th grade
Mathematics**



$\frac{6.4}{15.0}$

42.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{8.5}{10.0}$

85.0%

Re-enrollment in this school



$\frac{3.1}{10.0}$

31.0%

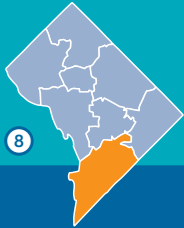
TOTAL SCORE

TIER 2

$\frac{37.5}{100.0}$

37.5%

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



Friendship PCS – Technology Preparatory Academy (High)

620 Milwaukee Place, SE
Washington, DC 20032

202-562-1681

www.friendshipschools.org

Tier

2013 Score:
59.4%

2

2012 Score: **N/A**

2011 Score: **N/A**

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Doranna Tindle

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10
☒ 11 ☐ 12 ☐ GED ☐ ADULT ED

Will grow to 12th grade; part of a PK–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not reported

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
- Partners with community organizations to expose students to a variety of college and career opportunities

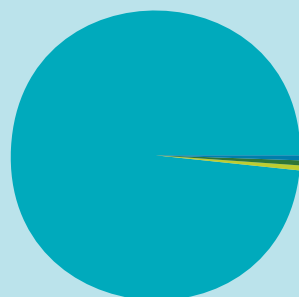
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 369



African American	98.4%	English Language Learners: 0.0%
Hispanic/Latino	0.5%	Low Income: 100.0%
White	0.8%	Special Education: 22.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.3%	
Other	0.0%	

Transportation



Metro/Bus Service*

Anacostia or Congress Heights Metro Station/A2, A4, A6, A7, A8; 42, 46, 48; W2, W3

*Please check www.wmata.com for updates.

Friendship PCS – Technology Preparatory Academy (High)

2013 School Performance Report

(2012–13)

Grades measured: 9–10

KEY

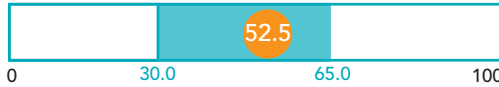


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

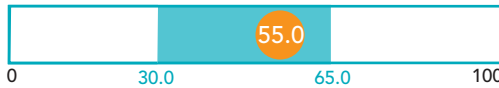
Growth on DC-CAS Reading over time



$\frac{4.8}{7.5}$

64.3%

Growth on DC-CAS Mathematics over time



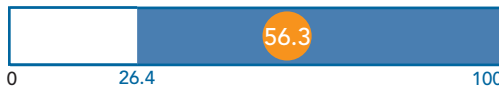
$\frac{5.4}{7.5}$

71.4%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{4.1}{10.0}$

41.0%

Advanced only



$\frac{0.9}{2.5}$

36.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{6.2}{10.0}$

62.0%

Advanced only



$\frac{0.3}{2.5}$

12.0%

Advanced Placement and International
Baccalaureate performance (12th)



—

N/A

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



—

N/A

PSAT performance (11th)



—

N/A

SAT performance (12th)



—

N/A

College acceptance rate



—

N/A

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{5.9}{10.0}$

59.0%

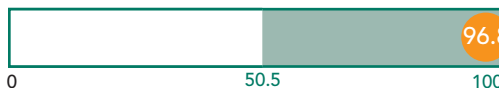
Re-enrollment in this school



$\frac{6.3}{10.0}$

63.0%

9th grade credits (on track to graduate)



$\frac{4.7}{5.0}$

94.0%

TOTAL SCORE

TIER 2

$\frac{38.6}{65.0}$

59.4%

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



2013 School Performance Report



WARD 5

Friendship PCS – Woodridge Elementary

2959 Carlton Avenue, NE
Washington, DC 20018

202-635-6500

www.friendshipschools.org

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Rictor Craig

Grades Served:



Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not reported

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
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

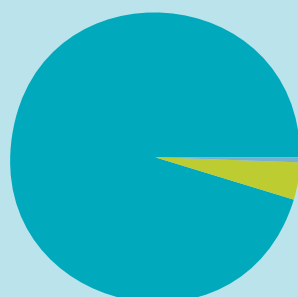
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 477



African American	95.4%	English Language Learners: 0.2%
Hispanic/Latino	4.2%	Low Income: 100.0%
White	0.0%	Special Education: 14.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.4%	

Transportation



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

*Please check www.wmata.com for updates.

Friendship PCS – Woodridge Elementary

2013 School Performance Report

(2012–13)

Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment. 	100.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	66.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	76.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	88.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 55% of third-grade students will score proficient or advanced in reading on the DC-CAS. 	41.9% of students met this goal.	No
<ul style="list-style-type: none"> 45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS. 	35.5% of students met this goal.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.3%.	Yes

Friendship PCS – Woodridge Elementary

2013 School Performance Report

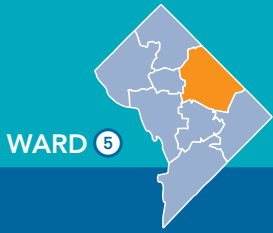
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none">60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations or will make appropriate growth for their age in the Social Emotional domain of the GOLD assessment.	100.0% of students met this goal.	Yes

TOTAL TARGETS MET

7 OF **9**



2013 School Performance Report



WARD 5

Friendship PCS – Woodridge Middle

2959 Carlton Avenue, NE
Washington, DC 20018

202-635-6500

www.friendshipschools.org

Tier

2013 Score:
49.9%

2

2012 Score: **50.0%**

2

2011 Score: **51.5%**

2

School Profile (2013–14)

Board Chair:

Donald L. Hense

Principal:

Rictor Craig

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not Reported

First School Year: 1998–99

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
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

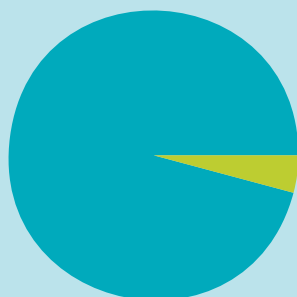
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 218



African American	95.9%	English Language Learners: 2.3%
Hispanic/Latino	4.1%	Low Income: 100.0%
White	0.0%	Special Education: 21.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



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

*Please check www.wmata.com for updates.

Friendship PCS – Woodridge Middle

2013 School Performance Report

(2012–13)

Grades measured: 4–8

KEY

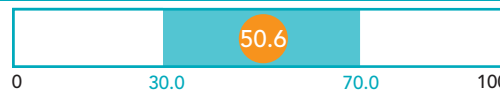


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

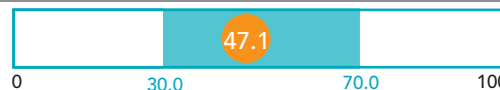
Growth on DC-CAS Reading over time



$\frac{10.3}{20.0}$

51.5%

Growth on DC-CAS Mathematics over time



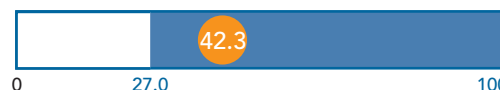
$\frac{8.6}{20.0}$

43.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.0}{5.0}$

20.0%

Advanced only



$\frac{0.14}{1.25}$

11.2%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only



$\frac{0.21}{1.25}$

16.8%

Middle grades DC-CAS Reading

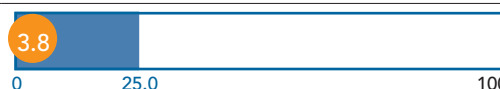
Proficient and Advanced



$\frac{1.3}{5.0}$

26.0%

Advanced only

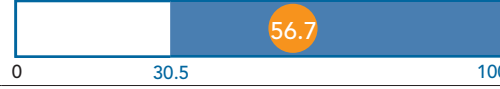


$\frac{0.19}{1.25}$

15.2%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.9}{5.0}$

38.0%

Advanced only



$\frac{0.34}{1.25}$

27.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



—

N/A

Proficient and Advanced 8th grade Mathematics



$\frac{9.0}{15.0}$

60.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{5.7}{10.0}$

57.0%

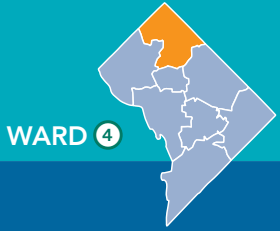
TOTAL SCORE

TIER 2

$\frac{49.9}{100.0}$

49.9%

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



Hope Community PCS – Lamond

6200 Kansas Avenue, NE
Washington, DC 20011

202-722-4421

www.hopecommunitycs.org

School Profile (2013–14)

Board Chair:

James Kemp

Principal:

Danah Telfaire

Grades Served:

☒ PK-3
 ☒ PK-4
 ☒ K
 ☒ 1
 ☒ 2
 ☒ 3
 ☒ 4
 ☒ 5
 ☒ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK–8 network

☐ Before Care
 ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:

The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students positively, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics

- Recipient of 2011 Parent Choice Award from Imagine Schools
- 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–6

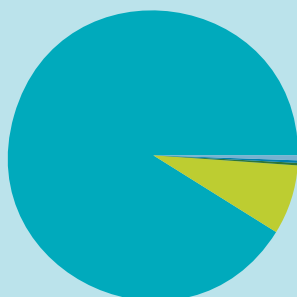
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 391



African American	91.3%	English Language Learners: 8.7%
Hispanic/Latino	7.7%	Low Income: 82.6%
White	0.3%	Special Education: 7.7%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.3%	
Other	0.5%	

Transportation



Metro/Bus Service*
K6

*Please check www.wmata.com for updates.

Hope Community PCS – Lamond

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test. 	40.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test. 	66.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will make 0 or greater NCE in reading on the Stanford Achievement Test. 	39.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Stanford Achievement Test. 	70.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Stanford Achievement Test. 	75.0% of students met this goal.	Yes

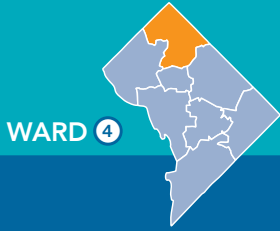
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 90.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 91.8%.	No

TOTAL TARGETS MET

4 OF **7**



2013 School Performance Report



WARD 4

Hope Community PCS – Lamond

6200 Kansas Avenue, NE
Washington, DC 20011

202-722-4421

www.hopecommunitycs.org

Tier

2013 Score:
28.3%

3

2012 Score: **48.8%**

2

2011 Score: **41.6%**

2

School Profile (2013–14)

Board Chair:

James Kemp

Principal:

Danah Telfaire

Grades Served:



Part of a PK–8 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not reported

First School Year: 2008–09

School Mission/Purpose:

The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students positively, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics

- Recipient of 2011 Parent Choice Award from Imagine Schools
- 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–6

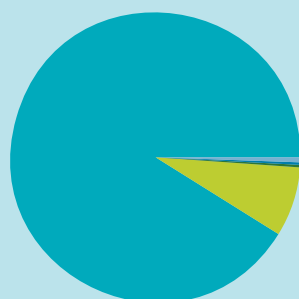
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 391



African American	91.3%	English Language Learners: 8.7%
Hispanic/Latino	7.7%	Low Income: 82.6%
White	0.3%	Special Education: 7.7%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.3%	
Other	0.5%	

Transportation



Metro/Bus Service*
K6

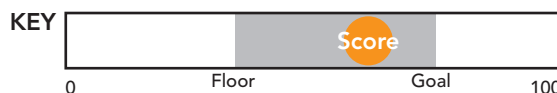
*Please check www.wmata.com for updates.

Hope Community PCS – Lamond

2013 School Performance Report

(2012–13)

Grades measured: 3–6



Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

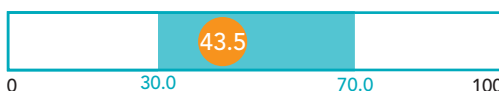
Growth on DC-CAS Reading over time



$\frac{4.3}{20.0}$

21.5%

Growth on DC-CAS Mathematics over time



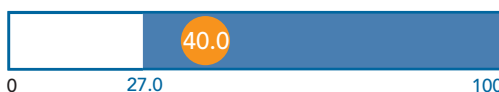
$\frac{6.8}{20.0}$

34.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{1.8}{10.0}$

18.0%

Advanced only



$\frac{0.0}{2.5}$

0.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{2.1}{10.0}$

21.0%

Advanced only

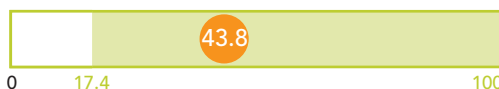


$\frac{0.3}{2.5}$

12.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{4.8}{15.0}$

32.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{8.2}{10.0}$

82.0%

Re-enrollment in this school



$\frac{0.0}{10.0}$

0.0%

TOTAL SCORE

TIER 3

$\frac{28.3}{100.0}$

28.3%

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

Hope Community PCS – Tolson

WARD 5

2917 8th Street, NE
Washington, DC 20017

202-832-7370

www.hopecommunitycs.org

School Profile (2013–14)

Board Chair:

James Kemp

First School Year: 2005–06

Principal:

Chloe Marshall, Ph.D.

Grades Served:



Part of a PK–8 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 24 to 1

School Mission/Purpose:

The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students positively, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics

- Strong results in shared values, parent choice, academic achievement, and positive character development
- Core knowledge in language arts, history, geography, math, science, and fine arts
- Nurtures and promotes positive character development
- Strong intervention programs: BURST, Mcircle, ANet, Math Steps, and Stanford Math

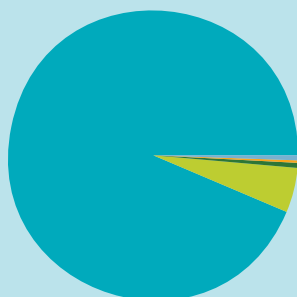
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 432



African American	94.0%	English Language Learners: 2.3%
Hispanic/Latino	4.9%	Low Income: 81.3%
White	0.7%	Special Education: 10.0%
Asian/Pacific Islander	0.2%	
Native American/Indian	0.0%	
Other	0.2%	

Transportation



Metro/Bus Service*
Brookland-CUA Metro Station

**Please check www.wmata.com for updates.*

Hope Community PCS – Tolson

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test. 	90.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test. 	90.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will make 0 or greater NCE in reading on the Stanford Achievement Test. 	61.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Stanford Achievement Test. 	86.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Stanford Achievement Test. 	96.0% of students met this goal.	Yes

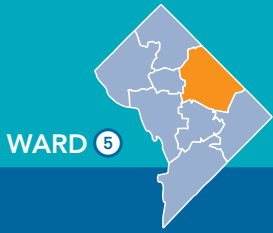
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.2%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.2%.	Yes

TOTAL TARGETS MET

7 OF **7**



2013 School Performance Report



WARD 5

Hope Community PCS – Tolson

2917 8th Street, NE
Washington, DC 20017

202-832-7370

www.hopecommunitycs.org

Tier

2013 Score:
45.2%

2

2012 Score: **54.2%**

2

2011 Score: **51.4%**

2

School Profile (2013–14)

Board Chair:

James Kemp

First School Year: 2005–06

Principal:

Chloe Marshall, Ph.D.

Grades Served:



Part of a PK–8 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 24 to 1

School Mission/Purpose:

The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students positively, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics

- Strong results in shared values, parent choice, academic achievement, and positive character development
- Core knowledge in language arts, history, geography, math, science, and fine arts
- Nurtures and promotes positive character development
- Strong intervention programs: BURST, Mcircle, ANet, Math Steps, and Stanford Math

Tier Explanations

1 High Performing (65.0–100)

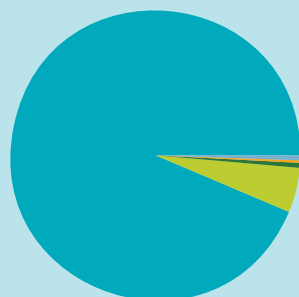
2 Mid Performing (35.0–64.9)

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 (2012–13)

Total Enrollment: 432



African American	94.0%	English Language Learners: 2.3%
Hispanic/Latino	4.9%	Low Income: 81.3%
White	0.7%	Special Education: 10.0%
Asian/Pacific Islander	0.2%	
Native American/Indian	0.0%	
Other	0.2%	

Transportation



Metro/Bus Service*
Brookland-CUA Metro Station

*Please check www.wmata.com for updates.

Hope Community PCS – Tolson

2013 School Performance Report

(2012–13)

Grades measured: 3–8

KEY

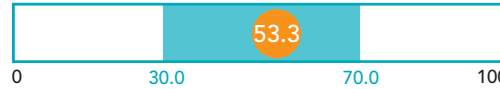


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

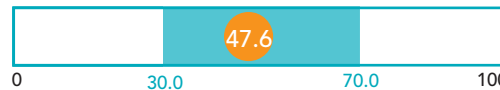
Growth on DC-CAS Reading over time



$\frac{11.7}{20.0}$

58.5%

Growth on DC-CAS Mathematics over time



$\frac{8.8}{20.0}$

44.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.0}{5.0}$

20.0%

Advanced only



$\frac{0.11}{1.25}$

8.8%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.1}{5.0}$

42.0%

Advanced only



$\frac{0.45}{1.25}$

36.0%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{2.3}{5.0}$

46.0%

Advanced only

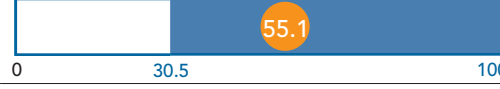


$\frac{0.36}{1.25}$

28.8%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.8}{5.0}$

36.0%

Advanced only



$\frac{0.51}{1.25}$

40.8%

Gateway (15 points): Outcomes in key subjects that predict future educational success

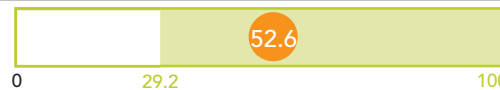
Proficient and Advanced 3rd grade Reading



$\frac{1.6}{7.5}$

21.3%

Proficient and Advanced 8th grade Mathematics



$\frac{2.5}{7.5}$

33.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{2.0}{10.0}$

20.0%

TOTAL SCORE

TIER 2

$\frac{45.2}{100.0}$

45.2%

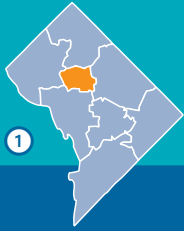
For a more detailed explanation of the indicators, see our user guide.



2013 School Performance Report

Hospitality High PCS

WARD 1



1851 9th Street, NW
Washington, DC 20001

202-737-4150

www.washingtonhospitality.org

Tier

2013 Score:
36.9%

2

2012 Score: **38.2%**

2

2011 Score: **45.5%**

2

School Profile (2013–14)

Board Chair:
Michael Durso

First School Year: 1999–2000

Principal:
Rodney McBride

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:

The mission of Hospitality High PCS 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

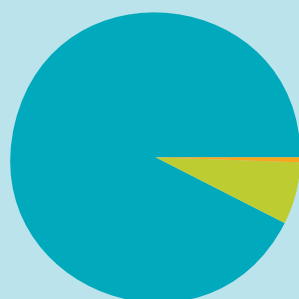
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 201



African American	92.5%	English Language Learners: 10.4%
Hispanic/Latino	7.0%	Low Income: 100.0%
White	0.0%	Special Education: 24.9%
Asian/Pacific Islander	0.5%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Shaw-Howard Metro Station

*Please check www.wmata.com for updates.

Hospitality High PCS

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

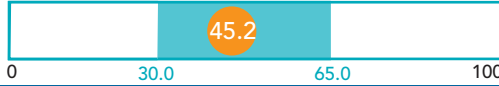
Growth on DC-CAS Reading over time



$\frac{3.8}{7.5}$

50.7%

Growth on DC-CAS Mathematics over time



$\frac{3.3}{7.5}$

44.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{0.7}{10.0}$

7.0%

Advanced only



$\frac{0.6}{2.5}$

24.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.1}{10.0}$

21.0%

Advanced only



$\frac{0.2}{2.5}$

8.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{0.0}{5.0}$

0.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{3.0}{7.5}$

40.0%

PSAT performance (11th)



$\frac{1.9}{7.5}$

25.3%

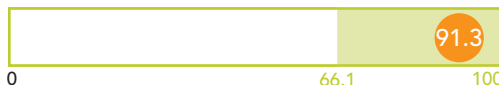
SAT performance (12th)



$\frac{2.5}{7.5}$

33.3%

College acceptance rate



$\frac{5.6}{7.5}$

74.7%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{6.7}{10.0}$

67.0%

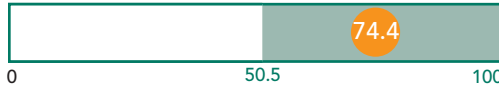
Re-enrollment in this school



$\frac{4.1}{10.0}$

41.0%

9th grade credits (on track to graduate)



$\frac{2.4}{5.0}$

48.0%

TOTAL SCORE

TIER 2

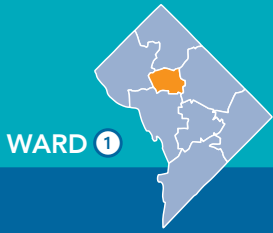
$\frac{36.9}{100.0}$

36.9%

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



2013 School Performance Report



WARD 1

Howard University Middle School of Math and Science PCS

405 Howard Place, NW
Washington, DC 20059

202-806-7725

www.howard.edu/ms2

Tier

2013 Score:
62.5%

2

2012 Score: **69.6%**

1

2011 Score: **71.0%**

1

School Profile (2013–14)

Board Chair: First School Year: 2005–06
Aprille J. Ericsson, Ph.D.

Executive Director:
Yohance Maqubela

Principal:
Allison L. Artis

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☒ 6
 ☒ 7
 ☒ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

☐ Before Care
 ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:

Through collaborative efforts with the school community, the mission of the Howard University Middle School of Mathematics and Science is to provide a sound foundation in all academic subjects, with a concentration in mathematics and science. The intellectual, social, and emotional growth of each student will be nurtured, while an appreciation for diversity and sensitivity for all individuals will be encouraged in an enriched educational environment that will prepare 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
- Bi-weekly Saturday Academy
- Extended enrichment and Science, Technology, Engineering, and Mathematics (STEM) connections

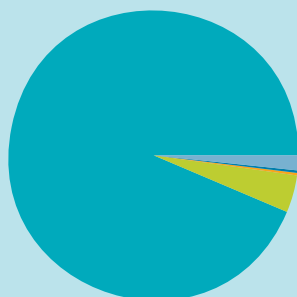
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 316



African American	93.7%	English Language Learners: 2.8%
Hispanic/Latino	4.1%	Low Income: 62.0%
White	0.0%	Special Education: 4.1%
Asian/Pacific Islander	0.3%	
Native American/Indian	0.3%	
Other	1.6%	

Transportation



Metro/Bus Service*
Shaw-Howard Metro Station/70, 79

*Please check www.wmata.com for updates.

Howard University Middle School of Math and Science PCS

2013 School Performance Report

(2012–13)

Grades measured: 6–8

KEY

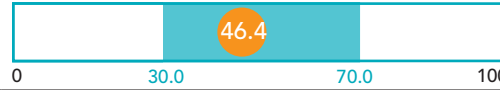


Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{8.2}{20.0}$

41.0%

Growth on DC-CAS Mathematics over time



$\frac{6.1}{20.0}$

30.5%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{6.2}{10.0}$

62.0%

Advanced only



$\frac{1.6}{2.5}$

64.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{6.9}{10.0}$

69.0%

Advanced only



$\frac{2.4}{2.5}$

96.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

**Proficient and Advanced 8th grade
Mathematics**



$\frac{12.9}{15.0}$

86.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{9.4}{10.0}$

94.0%

Re-enrollment in this school



$\frac{8.8}{10.0}$

88.0%

TOTAL SCORE

TIER 2

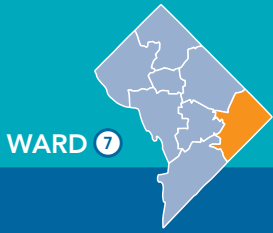
$\frac{62.5}{100.0}$

62.5%

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



2013 School Performance Report



WARD 7

IDEA (Integrated Design & Electronic Academy) PCS

1027 45th Street, NE
Washington, DC 20019

202-399-4750
www.ideapcs.org

Tier

2013 Score:
43.7%

2

2012 Score: **28.4%**

3

2011 Score: **30.9%**

3

School Profile (2013–14)

Board Chair:

David Owens

Executive Director:

John Goldman

Principal:

Justin Rydstrom

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: Not reported

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, and service
- Tech training (AutoCAD, Microsoft Academy)
- Championship athletics and new gymnasium

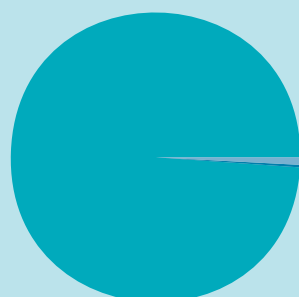
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 298



African American	99.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.0%	Special Education: 16.8%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.3%	
Other	0.7%	

Transportation



Metro/Bus Service*

Deanwood or Minnesota Avenue Metro Station/U4

*Please check www.wmata.com for updates.

IDEA (Integrated Design & Electronic Academy) PCS

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

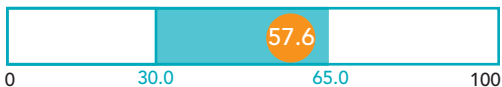


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{5.9}{7.5}$

78.7%

Growth on DC-CAS Mathematics over time



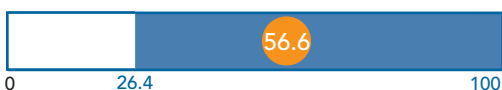
$\frac{5.0}{7.5}$

66.7%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{4.1}{10.0}$

41.0%

Advanced only



$\frac{1.3}{2.5}$

52.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.3}{10.0}$

23.0%

Advanced only



$\frac{0.2}{2.5}$

8.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{0.0}{5.0}$

0.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{3.1}{7.5}$

41.3%

PSAT performance (11th)



$\frac{2.7}{7.5}$

36.0%

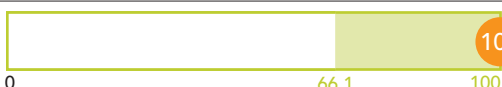
SAT performance (12th)



$\frac{0.9}{7.5}$

12.0%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{6.2}{10.0}$

62.0%

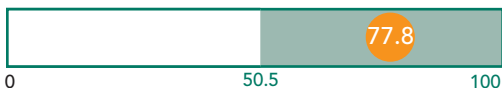
Re-enrollment in this school



$\frac{1.7}{10.0}$

17.0%

9th grade credits (on track to graduate)



$\frac{2.8}{5.0}$

56.0%

TOTAL SCORE

TIER 2

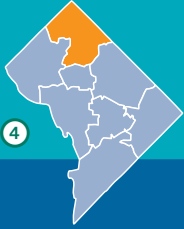
$\frac{43.7}{100.0}$

43.7%

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

Ideal Academy PCS

WARD ④



6130 North Capitol Street, NW
Washington, DC 20011

202-729-6660
www.iapcs.com

School Profile (2013–14)

Board Chair: Patricia Cooks
First School Year: 1999–2000

Principal: George H. Rutherford II, Ph.D.

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 15 to 1

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. At IAPCS we believe that we must embrace the whole child. We believe that learning nurtures not only cognitive development, but social, emotional, physical, and creative growth as well. We achieve our mission through a balanced academic and effective program.

Unique School Characteristics

Not reported

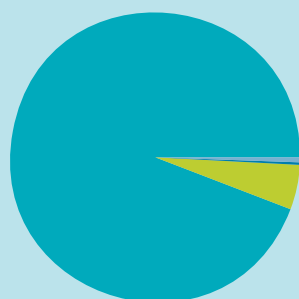
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 279



African American	94.3%	English Language Learners: 1.1%
Hispanic/Latino	5.0%	Low Income: 86.7%
White	0.0%	Special Education: 8.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.4%	
Other	0.4%	

Transportation



Metro/Bus Service*
K2, K6

**Please check www.wmata.com for updates.*

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance to the spring developmental range in literacy/language on the Phonological Awareness Literacy Screening. 	81.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will achieve average growth or higher in reading on the Discovery Predictive assessment. 	82.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Stanford Achievement Test. 	94.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Stanford Achievement Test. 	93.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 95.2%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of parents will "Agree" or "Strongly Agree" with the school on the end-of-the-year survey on the indicator stating, "The school offers excellent instruction in all core subjects areas: reading, math, science and social studies." 	85.7% of parents agreed or strongly agreed with this statement.	Yes

TOTAL TARGETS MET

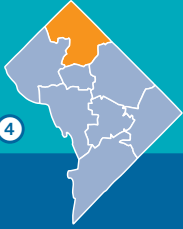
7 OF **7**



2013 School Performance Report

Ideal Academy PCS

WARD 4



6130 North Capitol Street, NW
Washington, DC 20011

202-729-6660
www.iapcs.com

Tier

2013 Score:
44.0%

2

2012 Score: **29.7%**

3

2011 Score: **38.1%**

2

School Profile (2013–14)

Board Chair:
Patricia Cooks

First School Year: 1999–2000

Principal:

George H. Rutherford II, Ph.D.

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 15 to 1

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. At IAPCS we believe that we must embrace the whole child. We believe that learning nurtures not only cognitive development, but social, emotional, physical, and creative growth as well. We achieve our mission through a balanced academic and effective program.

Unique School Characteristics

Not reported

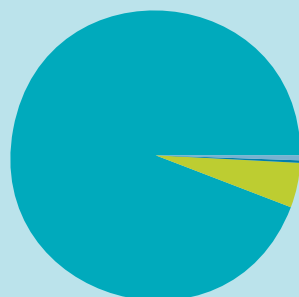
Tier Explanations

- 1 High Performing (65.0–100)
- 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 (2012–13)

Total Enrollment: 279



African American	94.3%	English Language Learners: 1.1%
Hispanic/Latino	5.0%	Low Income: 86.7%
White	0.0%	Special Education: 8.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.4%	
Other	0.4%	

Transportation



Metro/Bus Service*
K2, K6

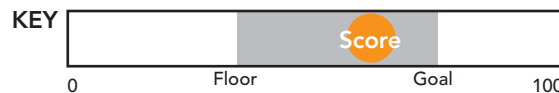
*Please check www.wmata.com for updates.

Ideal Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–8

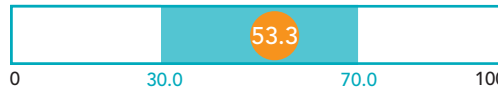


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

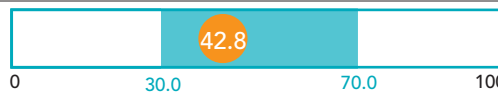
Growth on DC-CAS Reading over time



$\frac{11.7}{20.0}$

58.5%

Growth on DC-CAS Mathematics over time



$\frac{6.4}{20.0}$

32.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.2}{5.0}$

44.0%

Advanced only

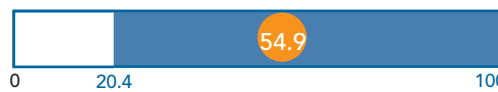


$\frac{0.49}{1.25}$

39.2%

Elementary grades DC-CAS Mathematics

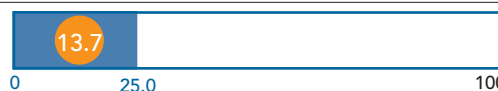
Proficient and Advanced



$\frac{2.2}{5.0}$

44.0%

Advanced only



$\frac{0.69}{1.25}$

55.2%

Middle grades DC-CAS Reading

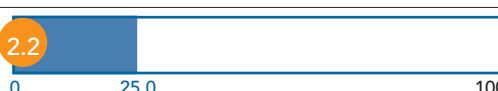
Proficient and Advanced



$\frac{0.8}{5.0}$

16.0%

Advanced only

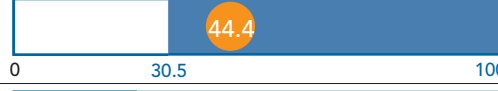


$\frac{0.11}{1.25}$

8.8%

Middle grades DC-CAS Mathematics

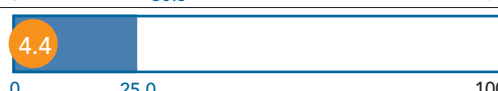
Proficient and Advanced



$\frac{1.0}{5.0}$

20.0%

Advanced only

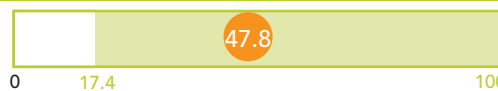


$\frac{0.22}{1.25}$

17.6%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{2.8}{7.5}$

37.3%

Proficient and Advanced 8th grade Mathematics



$\frac{5.4}{7.5}$

72.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{0.0}{10.0}$

0.0%

TOTAL SCORE

TIER 2

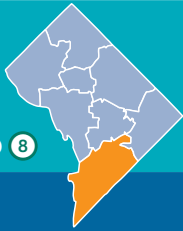
$\frac{44.0}{100.0}$

44.0%

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

Imagine Southeast PCS

WARD 8



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

202-561-1622

www.imaginesoutheastpcs.org

School Profile (2013–14)

Board Chair:

Barbara Bazron, Ph.D.

First School Year: 2008–09

Executive Director:

Michael DePass

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:

Imagine Southeast Public Charter School will prepare students to love learning, have outstanding character, and take responsibility for themselves and others through a culturally responsive, single-sex educational environment that emphasizes quality academic content, character development, community involvement, and student leadership.

Unique School Characteristics

- Gender-specific instruction for all students; single-sex classes starting in first grade
- Data-driven instruction based on each child's individual learning capacity and style
- Rigorous, content-rich curriculum using Core Knowledge Scope and Sequence supported by publisher Houghton-Mifflin
- Integration of learning through project-based learning and field trips

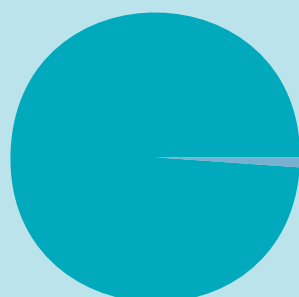
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 611



African American	99.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.0%	Special Education: 10.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	1.0%	

Transportation



Metro/Bus Service*
Congress Heights or
Anacostia Metro Station

**Please check www.wmata.com for updates.*

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test. 	Results unavailable.*	No
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test. 	Results unavailable.*	No
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will make 0 or greater NCE in reading on the Stanford Achievement Test. 	34.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Stanford Achievement Test. 	62.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Stanford Achievement Test. 	70.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 92.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.5%.	Yes

TOTAL TARGETS MET

4 OF **7**

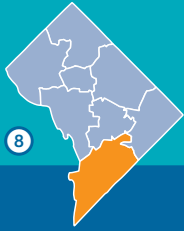
*Primary source data were not available at the time of review.



2013 School Performance Report

Imagine Southeast PCS

WARD 8



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

202-561-1622

www.imaginesoutheastpcs.org

Tier

2013 Score:
26.0%

3

2012 Score: **35.6%**

2

2011 Score: **35.7%**

2

School Profile (2013–14)

Board Chair:

Barbara Bazron, Ph.D.

Executive Director:

Michael DePass

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:

Imagine Southeast Public Charter School will prepare students to love learning, have outstanding character, and take responsibility for themselves and others through a culturally responsive, single-sex educational environment that emphasizes quality academic content, character development, community involvement, and student leadership.

Unique School Characteristics

- Gender-specific instruction for all students; single-sex classes starting in first grade
- Rigorous, content-rich curriculum using Core Knowledge Scope and Sequence supported by publisher Houghton-Mifflin
- Data-driven instruction based on each child's individual learning capacity and style
- Integration of learning through project-based learning and field trips

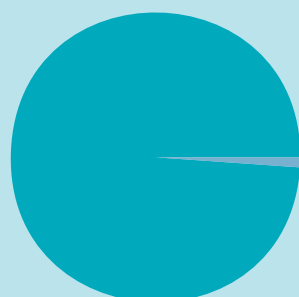
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 611



African American	99.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.0%	Special Education: 10.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	1.0%	

Transportation



Metro/Bus Service*
Congress Heights or
Anacostia Metro Station

*Please check www.wmata.com for updates.

Imagine Southeast PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–7

KEY

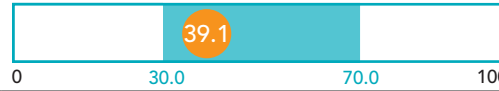


Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

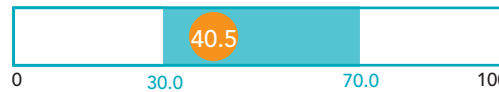
Growth on DC-CAS Reading over time



$\frac{4.6}{20.0}$

23.0%

Growth on DC-CAS Mathematics over time



$\frac{5.3}{20.0}$

26.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{5.0}$

0.0%

Advanced only



$\frac{0.08}{1.25}$

6.4%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.6}{5.0}$

12.0%

Advanced only



$\frac{0.08}{1.25}$

6.4%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{5.0}$

0.0%

Advanced only



$\frac{0.19}{1.25}$

15.2%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.4}{5.0}$

8.0%

Advanced only



$\frac{0.32}{1.25}$

25.6%

Gateway (15 points): Outcomes in key subjects that predict future educational success

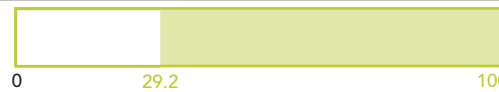
Proficient and Advanced 3rd grade Reading



$\frac{0.0}{15.0}$

0.0%

Proficient and Advanced 8th grade Mathematics



—

N/A

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{7.0}{10.0}$

70.0%

Re-enrollment in this school



$\frac{7.4}{10.0}$

74.0%

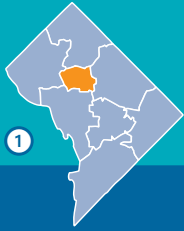
TOTAL SCORE

TIER 3

$\frac{26.0}{100.0}$

26.0%

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



Inspired Teaching Demonstration PCS

1328 Florida Avenue, NW
Washington, DC 20009

202-248-6825

www.inspiredteachingschool.org

Tier

2013 Score:
55.8%

2

2012 Score: **N/A**

2011 Score: **N/A**

School Profile (2013–14)

Board Chair:

Gary Cohen

First School Year: 2011–12

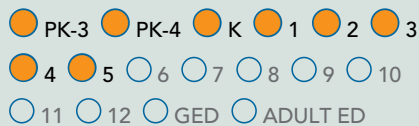
Executive Director:

Deborah Dantzler Williams

Principal:

Zoe Duskin

Grades Served:



Will grow to eighth grade

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10.3 to 1

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 student goals are centered on the 4 Is (Intellect, Inquiry, Imagination, and Integrity), and instruction structured around Common Core

State Standards, with mathematics, reading, and writing taught through a workshop model

- Student-directed, differentiated learning to meet the needs of each child

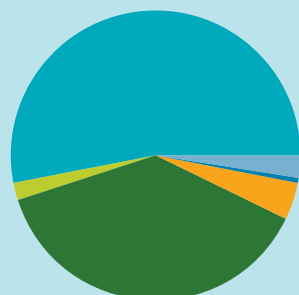
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 207



African American	53.1%	English Language Learners: 0.0%
Hispanic/Latino	1.9%	Low Income: 21.3%
White	37.7%	Special Education: 6.8%
Asian/Pacific Islander	4.3%	
Native American/Indian	0.5%	
Other	2.4%	

Transportation



Metro/Bus Service*
U Street Metro
Station/52, 53, 54; S1,
S2, S4

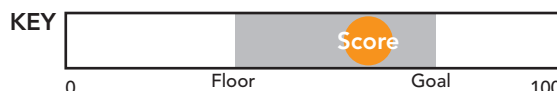
*Please check www.wmata.com for updates.

Inspired Teaching Demonstration PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–4



Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{15.5}{20.0}$

77.5%

Growth on DC-CAS Mathematics over time



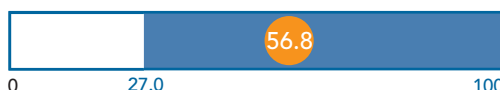
$\frac{10.5}{20.0}$

53.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{4.1}{10.0}$

41.0%

Advanced only



$\frac{1.1}{2.5}$

44.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{5.6}{10.0}$

56.0%

Advanced only



$\frac{1.1}{2.5}$

44.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{7.9}{15.0}$

52.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{0.0}{10.0}$

0.0%

TOTAL SCORE

TIER 2

$\frac{55.8}{100.0}$

55.8%

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



WARD 1

Inspired Teaching Demonstration PCS

1328 Florida Avenue, NW
Washington, DC 20009

202-248-6825

www.inspiredteachingschool.org

School Profile (2013–14)

Board Chair:

Gary Cohen

First School Year: 2011–12

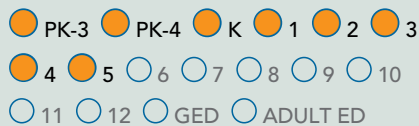
Executive Director:

Deborah Dantzler Williams

Principal:

Zoe Duskin

Grades Served:



Will grow to eighth grade

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10.3 to 1

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 student goals are centered on the 4 Is (Intellect, Inquiry, Imagination, and Integrity) and

instruction is structured around Common Core State Standards, with mathematics, reading, and writing taught through a workshop model

- Student-directed, differentiated learning to meet the needs of each child

Accountability Plans

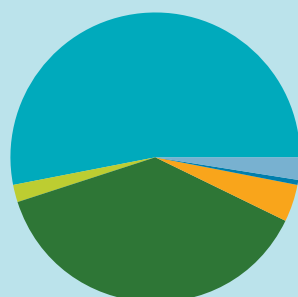
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 207



African American	53.1%
Hispanic/Latino	1.9%
White	37.7%
Asian/Pacific Islander	4.3%
Native American/Indian	0.5%
Other	2.4%

English Language Learners: 0.0%

Low Income: 21.3%

Special Education: 6.8%

Transportation



Metro/Bus Service*

U Street Metro
Station/52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates.

Inspired Teaching Demonstration PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in reading by the spring administration on the Teaching Strategies GOLD assessment. 	99.4% of students demonstrated one year of growth.	Yes
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in math by the spring administration on the Teaching Strategies GOLD assessment. 	99.1% of students demonstrated one year of growth.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate a year of growth by the spring administration of the Developmental Reading assessment. 	72.7% of students demonstrated one year of growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of first-grade students will score on grade level (level 18) on the Developmental Reading assessment. 	61.9% of students scored on grade level.	No
<ul style="list-style-type: none"> 70% of second-grade students will score on grade level (level 28) on the Developmental Reading assessment. 	72.2% of students scored on grade level.	Yes

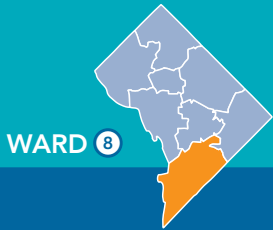
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 98.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.5%.	Yes

TOTAL TARGETS MET

6 OF **7**



2013 School Performance Report



WARD 8

KIPP DC – AIM Academy PCS

2600 Douglass Road, SE
Washington, DC 20020

202-678-5477
www.kippdc.org

Tier

2013 Score:
82.9%

1

2012 Score: **89.4%**

1

2011 Score: **85.2%**

1

School Profile (2013–14)

Board Chair:

Terry Golden

Principal:

Kristy Ochs

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

First School Year: 2005–06

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
- Foreign language and arts offered daily

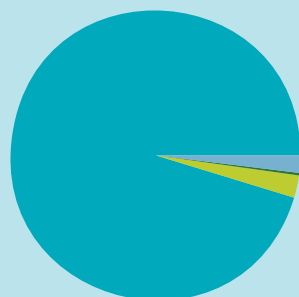
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 330



African American	95.5%	English Language Learners: 0.3%
Hispanic/Latino	2.4%	Low Income: 85.5%
White	0.3%	Special Education: 17.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	1.8%	

Transportation



Metro/Bus Service*

Anacostia Metro
Station/93, 94; W2, W3,
W6, W8

*Please check www.wmata.com for updates.

KIPP DC – AIM Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 5–8



Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{17.0}{20.0}$

85.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{4.1}{10.0}$

41.0%

Advanced only



$\frac{1.0}{2.5}$

40.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{6.8}{10.0}$

68.0%

Advanced only



$\frac{2.5}{2.5}$

100.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{13.1}{15.0}$

87.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.4}{10.0}$

84.0%

TOTAL SCORE

TIER 1

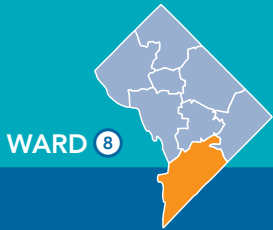
$\frac{82.9}{100.0}$

82.9%

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



2013 School Performance Report



WARD 8

KIPP DC – College Preparatory PCS

2600 Douglass Road, SE
Washington, DC 20020

202-678-2527
www.kippdc.org

Tier

2013 Score:
76.2%

1

2012 Score: **66.7%**

1

2011 Score: **81.2%**

1

School Profile (2013–14)

Board Chair:

Terry Golden

First School Year: 2009–10

Principal:

Jessica Cunningham

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 11 to 1

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

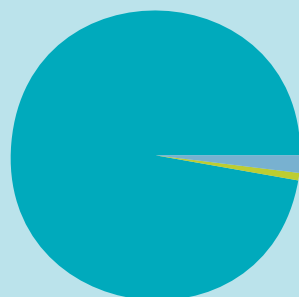
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 399



African American	97.5%	English Language Learners: 0.0%
Hispanic/Latino	0.8%	Low Income: 78.2%
White	0.0%	Special Education: 14.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	1.8%	

Transportation



Metro/Bus Service*

Anacostia Metro
Station/93, 94; W2, W3,
W6, W8

*Please check www.wmata.com for updates.

KIPP DC – College Preparatory PCS

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

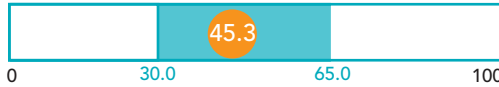


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

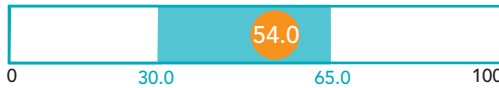
Growth on DC-CAS Reading over time



$\frac{3.3}{7.5}$

44.0%

Growth on DC-CAS Mathematics over time



$\frac{5.1}{7.5}$

68.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{5.6}{10.0}$

56.0%

Advanced only



$\frac{1.0}{2.5}$

40.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{8.4}{10.0}$

84.0%

Advanced only



$\frac{2.5}{2.5}$

100.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{5.0}{5.0}$

100.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{6.6}{7.5}$

88.0%

PSAT performance (11th)



$\frac{6.3}{7.5}$

84.0%

SAT performance (12th)



$\frac{5.9}{7.5}$

78.7%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

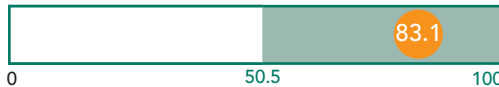
Re-enrollment in this school



$\frac{5.7}{10.0}$

57.0%

9th grade credits (on track to graduate)



$\frac{3.3}{5.0}$

66.0%

TOTAL SCORE

TIER 1

$\frac{76.2}{100.0}$

76.2%

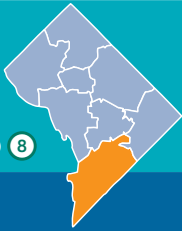
For a more detailed explanation of the indicators, see our user guide.



2013 School Performance Report

KIPP DC – Discover Academy PCS

WARD 8



2600 Douglass Road, SE
Washington, DC 20020

202-678-7735
www.kippdc.org

School Profile (2013–14)

Board Chair:

Terry Golden

First School Year: 2009–10**Principal:**

Philonda Johnson

Grades Served:

PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

Part of a PK–12 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 9 to 1

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 our students can and will learn
- We believe in educating the whole child and offer art, music, physical education, and field trips
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning

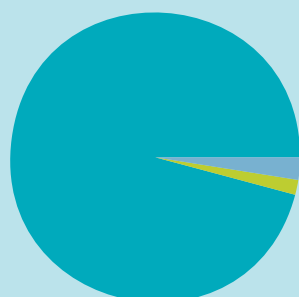
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 305



African American	96.1%	English Language Learners: 0.0%
Hispanic/Latino	1.6%	Low Income: 85.2%
White	0.0%	Special Education: 8.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	2.3%	

Transportation

**Metro/Bus Service***

Anacostia Metro
Station/W2, W3, W6, W8;
93, 94

**Please check www.wmata.com for updates.*

KIPP DC – Discover Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–K

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least 4 standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	92.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will score at or above typical growth in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	74.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	88.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	94.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	99.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance was 94.9%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college. 	99.0% of parents agreed or strongly agreed with this statement.	Yes

TOTAL TARGETS MET

8 OF **8**

KIPP DC – Grow Academy PCS

WARD 6

421 P Street, NW
Washington, DC 20001

202-986-4769
www.kippdc.org

School Profile (2013–14)

Board Chair:

Terry Golden

First School Year: 2010–11

Principal:

Stacie Kossoy

Grades Served:

PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

Part of a PK–12 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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 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

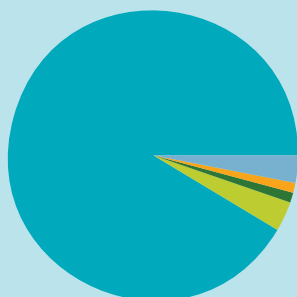
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 308



African American	91.6%	English Language Learners: 2.9%
Hispanic/Latino	3.2%	Low Income: 73.7%
White	1.3%	Special Education: 8.4%
Asian/Pacific Islander	1.0%	
Native American/Indian	0.0%	
Other	2.9%	

Transportation



Metro/Bus Service*
Shaw–Howard Metro Station/G2, G8, X3; 90, 92, 96

*Please check www.wmata.com for updates.

KIPP DC – Grow Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–K

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least 4 standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	84.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will score at or above typical growth in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	75.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	87.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	91.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	94.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance was 97.4%.	Yes

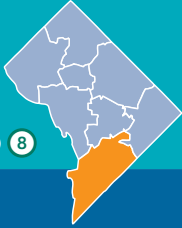
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college. 	98.0% of parents agreed or strongly agreed with this statement.	Yes

TOTAL TARGETS MET

8 OF **8**

KIPP DC – Heights Academy PCS

WARD 8



2600 Douglass Road, SE
Washington, DC 20020

202-610-5323
www.kippdc.org

School Profile (2013–14)

Board Chair:

Terry Golden

First School Year: 2011–12

Principal:

Cherese Brauer

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☒ 1 ☒ 2 ☒ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Will grow to 4th grade; part of a PK–12 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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 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

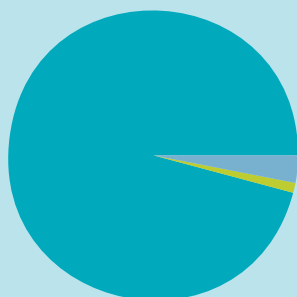
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 209



African American	96.2%	English Language Learners: 0.0%
Hispanic/Latino	1.0%	Low Income: 89.5%
White	0.0%	Special Education: 9.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	2.9%	

Transportation



Metro/Bus Service*

Anacostia Metro Station/W2, W3, W6, W8; 93, 94

*Please check www.wmata.com for updates.

KIPP DC – Heights Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 1–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of first through second-grade students will score at or above typical growth in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	70.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	59.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	76.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	90.0% of students met this goal.	Yes

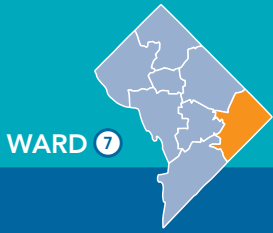
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, first through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.5%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college. 	96.0% of parents agreed or strongly agreed with this statement.	Yes

TOTAL TARGETS MET	5 OF 6
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2013 School Performance Report



WARD 7

KIPP DC – KEY Academy PCS

4801 Benning Road, SE
Washington, DC 20019

202-582-5477
www.kippdc.org

Tier

2013 Score:
91.0%

1

2012 Score: **87.6%**

1

2011 Score: **86.4%**

1

School Profile (2013–14)

Board Chair:

Terry Golden

Principal:

David Ayala

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

First School Year: 2001–02

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
- Foreign language and arts offered daily

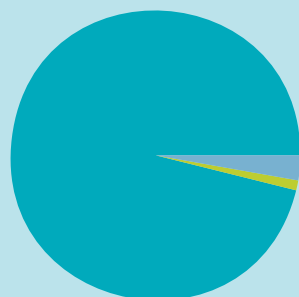
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 327



African American	96.0%	English Language Learners: 0.0%
Hispanic/Latino	0.9%	Low Income: 81.3%
White	0.0%	Special Education: 12.8%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	2.7%	

Transportation



Metro/Bus Service*

Benning Road Metro Station/U5, U6, U8; W4

*Please check www.wmata.com for updates.

KIPP DC – KEY Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 5–8



Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{20.0}{20.0}$

100.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{6.7}{10.0}$

67.0%

Advanced only



$\frac{1.8}{2.5}$

72.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{8.1}{10.0}$

81.0%

Advanced only



$\frac{2.5}{2.5}$

100.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{13.4}{15.0}$

89.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.5}{10.0}$

85.0%

TOTAL SCORE

TIER 1

$\frac{91.0}{100.0}$

91.0%

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

KIPP DC – LEAD Academy PCS

WARD 6

421 P Street, NW
Washington, DC 20001

202-223-4505
www.kippdc.org

School Profile (2013–14)

Board Chair:

Terry Golden

First School Year: 2012–13

Principal:

Mekia Love

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☒ 1 ☒ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Will grow to third grade; part of a PK–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 11 to 1

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 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

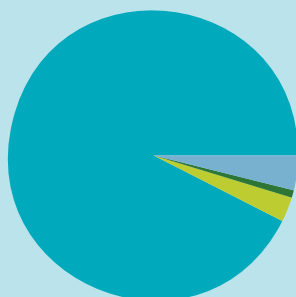
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 107



African American	92.5%	English Language Learners: 2.8%
Hispanic/Latino	2.8%	Low Income: 75.7%
White	0.9%	Special Education: 5.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	3.7%	

Transportation



Metro/Bus Service*
D2, B8, X8

*Please check www.wmata.com for updates.

KIPP DC – LEAD Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 1–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of first-grade students will score at or above typical growth in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	92.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	93.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	94.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	95.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, first through second-grade students will attend school 92% of the days. 	The average daily attendance was 95.8%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college. 	98.0% of parents agreed or strongly agreed with this statement.	Yes

TOTAL TARGETS MET

6 OF **6**

KIPP DC – LEAP Academy PCS

WARD 7

4801 Benning Road, SE
Washington, DC 20019

202-582-5327
www.kippdc.org

School Profile (2013–14)

Board Chair:

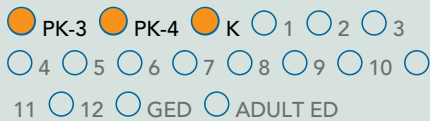
Terry Golden

First School Year: 2007–08

Principal:

Abraham Clayman

Grades Served:



Part of a PK–12 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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 our students can and will learn
- We believe in educating the whole child and offer art, music, physical education, and field trips
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning

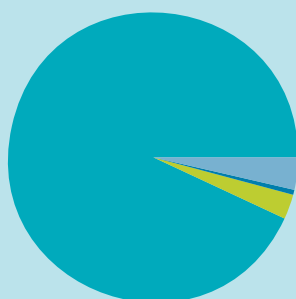
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 302



African American	93.0%	English Language Learners: 0.7%
Hispanic/Latino	3.0%	Low Income: 89.4%
White	0.0%	Special Education: 9.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.3%	
Other	3.6%	

Transportation



Metro/Bus Service*
Benning Road Metro Station/U5, U6, U8; W4

*Please check www.wmata.com for updates.

KIPP DC – LEAP Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–K

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	98.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will score at or above typical growth in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	82.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	78.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	93.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	99.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.2%.	Yes
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance was 96.1%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college. 	97.0% of parents agreed or strongly agreed with this statement.	Yes

TOTAL TARGETS MET

8 OF **8**

KIPP DC – Promise Academy PCS

WARD 7

4801 Benning Road, SE
Washington, DC 20019

202-582-1390
www.kippdc.org

School Profile (2013–14)

Board Chair:

Terry Golden

First School Year: 2009–10

Principal:

Casey McNabb

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☒ 1 ☒ 2 ☒ 3
☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a PK–12 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 14 to 1

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 our students can and will learn
- We believe in educating the whole child and offer art, music, physical education, and field trips
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning

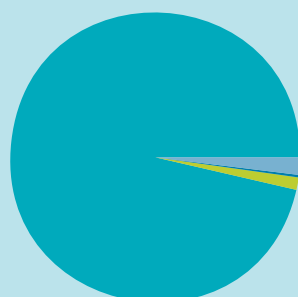
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 415



African American	96.4%	English Language Learners: 0.0%
Hispanic/Latino	1.4%	Low Income: 84.1%
White	0.0%	Special Education: 11.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.2%	
Other	1.9%	

Transportation



Metro/Bus Service*
Benning Road Metro Station/U5, U6, U8; W4

**Please check www.wmata.com for updates.*

KIPP DC – Promise Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 1–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of first through second-grade students will score at or above typical growth in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	76.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	75.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	81.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	97.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, first through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.4%.	Yes

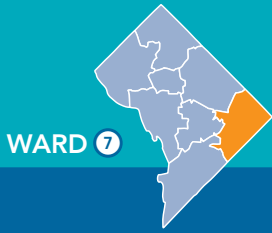
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college. 	96.0% of parents agreed or strongly agreed with this statement.	Yes

TOTAL TARGETS MET

6 OF **6**



2013 School Performance Report



WARD 7

KIPP DC – Promise Academy PCS

4801 Benning Road, SE
Washington, DC 20019

202-582-1390
www.kippdc.org

Tier

2013 Score:
74.6%

1

2012 Score: **N/A**

2011 Score: **N/A**

School Profile (2013–14)

Board Chair:

Terry Golden

First School Year: 2009–10

Principal:

Casey McNabb

Grades Served:



Part of a PK–12 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 14 to 1

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 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

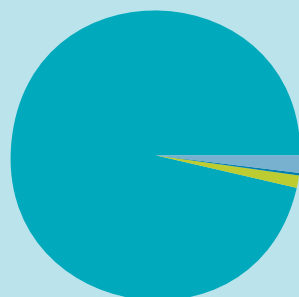
Tier Explanations

- 1 High Performing (65.0–100)**
- 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 (2012–13)

Total Enrollment: 415



African American	96.4%	English Language Learners: 0.0%
Hispanic/Latino	1.4%	Low Income: 84.1%
White	0.0%	Special Education: 11.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.2%	
Other	1.9%	

Transportation



Metro/Bus Service*
Benning Road Metro Station/U5, U6, U8; W4

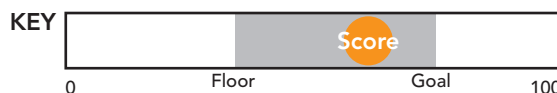
*Please check www.wmata.com for updates.

KIPP DC – Promise Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–4



Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{20.0}{20.0}$

100.0%

Growth on DC-CAS Mathematics over time



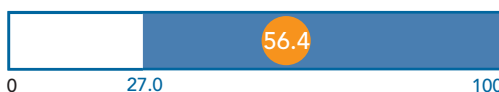
$\frac{20.0}{20.0}$

100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{4.0}{10.0}$

40.0%

Advanced only



$\frac{0.7}{2.5}$

28.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{5.3}{10.0}$

53.0%

Advanced only



$\frac{1.1}{2.5}$

44.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{3.5}{15.0}$

23.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{10.0}{10.0}$

100.0%

TOTAL SCORE

TIER 1

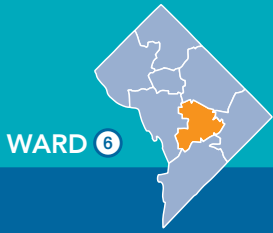
$\frac{74.6}{100.0}$

74.6%

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



2013 School Performance Report



WARD 6

KIPP DC – WILL Academy PCS

421 P Street, NW
Washington, DC 20001

202-328-9455
www.kippdc.org

Tier

2013 Score:
80.7%

1

2012 Score: **73.8%**

1

2011 Score: **85.5%**

1

School Profile (2013–14)

Board Chair:

Terry Golden

Principal:

Kate Finley

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☒ 4
 ☒ 5
 ☒ 6
 ☒ 7
 ☒ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of a PK–12 network

☐ Before Care
 ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

First School Year: 2006–07

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
- Foreign language and arts offered daily

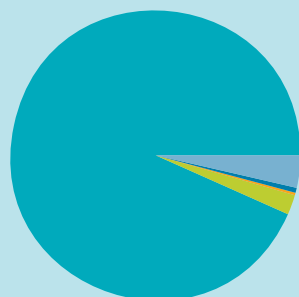
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 337



African American	93.5%	English Language Learners: 0.0%
Hispanic/Latino	2.4%	Low Income: 75.4%
White	0.0%	Special Education: 18.1%
Asian/Pacific Islander	0.3%	
Native American/Indian	0.3%	
Other	3.6%	

Transportation



Metro/Bus Service*
Shaw-Howard Metro Station/90, 92, 96; G2, G8; X3

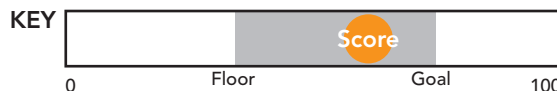
*Please check www.wmata.com for updates.

KIPP DC – WILL Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 4–8



Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{14.0}{20.0}$

70.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{4.5}{10.0}$

45.0%

Advanced only



$\frac{1.2}{2.5}$

48.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{7.4}{10.0}$

74.0%

Advanced only



$\frac{2.5}{2.5}$

100.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{12.5}{15.0}$

83.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.6}{10.0}$

86.0%

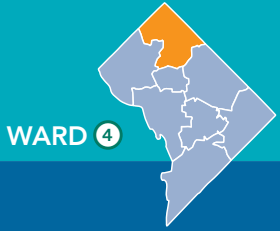
TOTAL SCORE

TIER 1

$\frac{80.7}{100.0}$

80.7%

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



WARD 4

Latin American Montessori Bilingual PCS

1375 Missouri Avenue, NW
Washington, DC 20011

202-726-6200
www.lambpcs.org

School Profile (2013–14)

Board Chair:

Barrie Lynn Tapia

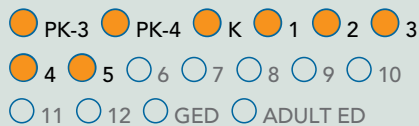
Executive Director:

Diane Cottman

Principal:

Cristina Encinas

Grades Served:



Part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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 ages 3–11
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Holds monthly peace ceremony as part of a peace curriculum focused on students becoming responsible global citizens
- Recognized by the National Council of La Raza in August 2012

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 273



African American	19.0%	English Language Learners: 51.6%
Hispanic/Latino	56.0%	Low Income: 29.7%
White	21.6%	Special Education: 11.7%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	3.3%	

Transportation



Metro/Bus Service*
53, 54; 70, 79; S1, S2, S4

*Please check www.wmata.com for updates.

Latin American Montessori Bilingual PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

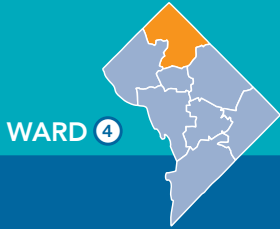
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in language composite on the Learning Accomplishment Profile-Diagnostic. 	83.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	67.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dinamicos del Exito en la Lectura. 	74.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score on grade level or higher in mathematics on the Easy Curriculum-Based Measures. 	62.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.4%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.6%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of second-grade students will read on grade level according to the School Reading Inventory lexile framework. 	68.0% of students met this goal.	Yes

TOTAL TARGETS MET	7 OF 7
--------------------------	----------------------



WARD 4

Latin American Montessori Bilingual PCS

1375 Missouri Avenue, NW
Washington, DC 20011

202-726-6200
www.lambpcs.org

Tier

2013 Score:
80.5%

1

2012 Score: **77.6%**

1

2011 Score: **84.4%**

1

School Profile (2013–14)

Board Chair:

Barrie Lynn Tapia

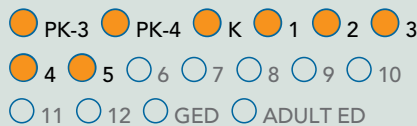
Executive Director:

Diane Cottman

Principal:

Cristina Encinas

Grades Served:



Part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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 ages 3–11
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Holds monthly peace ceremony as part of a peace curriculum focused on students becoming responsible global citizens
- Recognized by the National Council of La Raza in August 2012

Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 273



African American	19.0%	English Language Learners: 51.6%
Hispanic/Latino	56.0%	Low Income: 29.7%
White	21.6%	Special Education: 11.7%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	3.3%	

Transportation



Metro/Bus Service*

53, 54; 70, 79; S1, S2, S4

*Please check www.wmata.com for updates.

Latin American Montessori Bilingual PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–5



Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{16.8}{20.0}$

84.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{6.7}{10.0}$

67.0%

Advanced only



$\frac{1.2}{2.5}$

48.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{6.4}{10.0}$

64.0%

Advanced only



$\frac{1.7}{2.5}$

68.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{10.9}{15.0}$

72.5%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{6.8}{10.0}$

68.0%

TOTAL SCORE

TIER 1

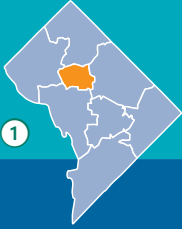
$\frac{80.5}{100.0}$

80.5%

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

LAYC Career Academy PCS

WARD ①



3047 15th Street, NW
Washington, DC 20009

202-319-2228
www.laycca.org

School Profile (2013–14)

Board Chair:

Ken Robinson

First School Year: 2012–13

Executive Director:

Nicole Hanrahan

Principal:

Angela Stepancic

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☒ ADULT ED

☐ Before Care
 ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 13 to 1

School Mission/Purpose:

LAYC Career Academy (LAYCCA) Public Charter School opened in the fall of 2012 to serve students of the District of Columbia. LAYCCA envisions a future in which all youth have a successful pathway to college and careers and become engaged members of the community. To this end, we engage and empower students between the ages of 16 and 24 years old by providing a college preparatory education, career training in high-growth occupations, and college credit classes.

Unique School Characteristics

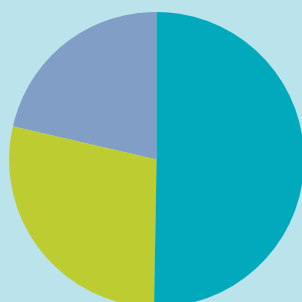
- Medical assistant training
- A+ IT Certificate
- Opportunity to earn free college credits
- GED program; positive youth development model
- Student support services department
- Assistance in finding internships

New Adult Education Program

This year, PCSB consulted with a taskforce to draft a pilot Adult Education PMF, which will be fully implemented in 2013–14. In anticipation of the pilot, this school did not create an Accountability Plan; instead, the school reported data on several targets aligned to the indicators on the new Adult Education PMF.

Student Demographics (2012–13)

Total Enrollment: 103



African American	50.5%	English Language Learners: 25.2%
Hispanic/Latino	28.2%	Low Income: 98.1%
White	0%	Special Education: 1.0%
Asian/Pacific Islander	0%	
Native American/Indian	0%	
Other	21.4%	

Transportation



Metro/Bus Service*

Columbia Heights
Metro Station

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: Adult Education

Student Progress Results

- **Literacy/Numeracy:** 45.1% of students grew the equivalent of at least one grade level in Reading on the NWEA MAP assessment.

Student Achievement Results

- **GED Completion:** In 2012–13, 100.0% of students who attempted the GED test succeeded in attaining the credential.

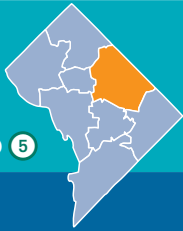
Leading Indicators Results

- **Attendance:** In 2012–13, students maintained an average daily attendance rate of 64.6%.
- **Retention:** In 2012–13, the retention rate of pre- and post-tested students was 49.5%.

Career/College Readiness Results

- **Career/College Readiness:** In 2012–13, 100.0% of graduates scored 240 or higher, which denotes college readiness. 100.0% of graduates earned an IC3 certification in Information Technology.
- **Entered Employment/Postsecondary:** 36.9% of students are employed and are in internships.

Note: All results are pre-validated.



Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE
Washington, DC 20017

202-459-4710

www.mmbethune.org

School Profile (2013–14)

Board Chair:

Valerie Smith

First School Year: 2004–05

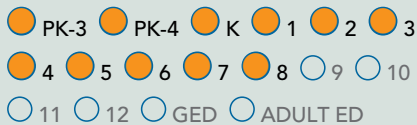
Executive Director:

Dr. Linda McKay

Principal:

Jubria A. Lewis (Elementary) and
C. Maurice Porter (Middle)

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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
- Special education inclusion program
- Free transportation for students; bus stops located in all quadrants of the city
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health, and physical education
- Focus on positive character development and community service

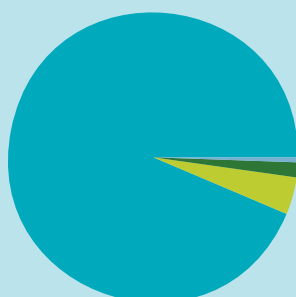
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 366



African American	93.7%	English Language Learners: 4.1%
Hispanic/Latino	4.1%	Low Income: 100.0%
White	1.6%	Special Education: 13.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.5%	

Transportation



Metro/Bus Service*

Brookland-CUA Metro Station/H6. Free transportation provided; bus stops throughout the city.

*Please check www.wmata.com for updates.

Mary McLeod Bethune Day Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Learning Accomplishment Profile-Diagnostic composite assessment. 	91.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	66.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Metropolitan Achievement Test-8. 	90.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Metropolitan Achievement Test-8. 	89.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 98.7%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 98.2%.	Yes

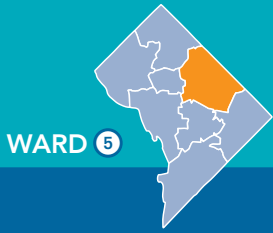
Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of parents of pre-kindergarten-3 through second-grade students will show satisfaction with (1) school climate, and (2) instruction/learning. 	91.0% of parents showed satisfaction with (1) school climate, and (2) instruction/learning.	Yes

TOTAL TARGETS MET

7 OF **7**



2013 School Performance Report



WARD 5

Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE
Washington, DC 20017

202-459-4710

www.mmbethune.org

Tier

2013 Score:
51.0%

2

2012 Score: **42.6%**

2

2011 Score: **40.8%**

2

School Profile (2013–14)

Board Chair:

Valerie Smith

First School Year: 2004–05

Executive Director:

Dr. Linda McKay

Principal:

Jubria A. Lewis (Elementary) and C. Maurice Porter (Middle)

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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
- Special education inclusion program
- Free transportation for students; bus stops located in all quadrants of the city
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health, and physical education
- Focus on positive character development and community service

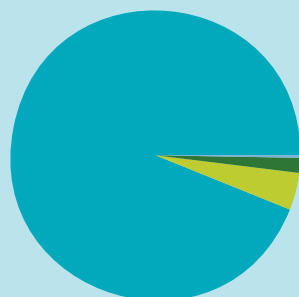
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 366



African American	93.7%	English Language Learners: 4.1%
Hispanic/Latino	4.1%	Low Income: 100.0%
White	1.6%	Special Education: 13.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.2%	

Transportation



Metro/Bus Service*

Brookland-CUA Metro Station/H6. Free transportation provided; bus stops throughout the city.

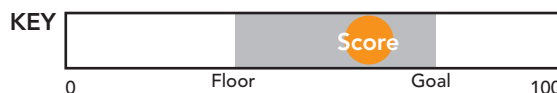
*Please check www.wmata.com for updates.

Mary McLeod Bethune Day Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–8

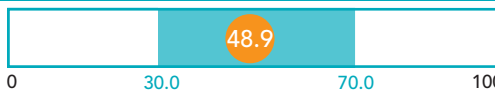


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

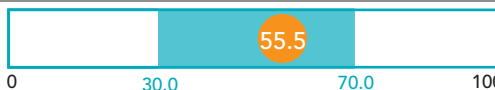
Growth on DC-CAS Reading over time



$\frac{9.5}{20.0}$

47.5%

Growth on DC-CAS Mathematics over time



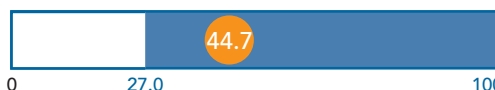
$\frac{12.8}{20.0}$

64.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only



$\frac{0.06}{1.25}$

4.8%

Elementary grades DC-CAS Mathematics

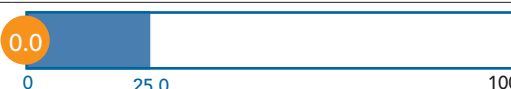
Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only



$\frac{0.00}{1.25}$

0.0%

Middle grades DC-CAS Reading

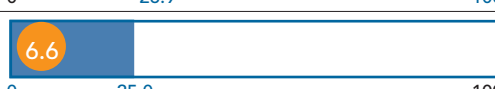
Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only



$\frac{0.33}{1.25}$

26.4%

Middle grades DC-CAS Mathematics

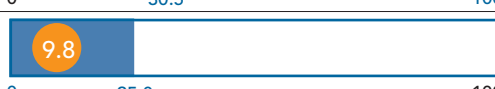
Proficient and Advanced



$\frac{2.5}{5.0}$

50.0%

Advanced only



$\frac{0.49}{1.25}$

39.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading



$\frac{0.7}{7.5}$

9.3%

Proficient and Advanced 8th grade
Mathematics



$\frac{4.9}{7.5}$

65.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{5.9}{10.0}$

59.0%

TOTAL SCORE

TIER 2

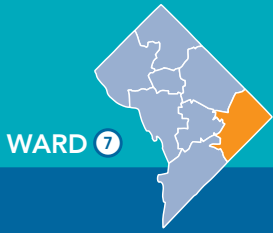
$\frac{51.0}{100.0}$

51.0%

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



2013 School Performance Report



WARD 7

Maya Angelou PCS – Evans Middle School

5600 East Capitol Street, NE
Washington, DC 20019

202-232-2885

www.seeforever.org

Tier

2013 Score:
35.5%

2

2012 Score: **27.3%**

3

2011 Score: **31.2%**

3

School Profile (2013–14)

Board Chair:

Jane Dimyan-Ehrenfeld

First School Year: 2007–08

Executive Director:

Heather Wathington, Ph.D.

Principal:

Harold Miles

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not available

Student-to-Teacher Ratio: Not available

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. Our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

Unique School Characteristics

- Saturday morning enrichment
- Sports and music opportunities
- Parent involvement programs
- Children's Defense Fund Freedom School
- Carrera Program School

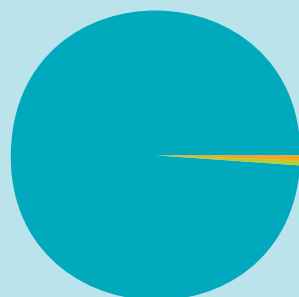
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 196



African American	99.0%	English Language Learners: 0.5%
Hispanic/Latino	0.5%	Low Income: 100.0%
White	0.0%	Special Education: 31.6%
Asian/Pacific Islander	0.5%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Capitol Heights Metro
Station/96, 97

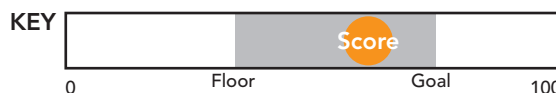
*Please check www.wmata.com for updates.

Maya Angelou PCS – Evans Middle School

2013 School Performance Report

(2012–13)

Grades measured: 6–8

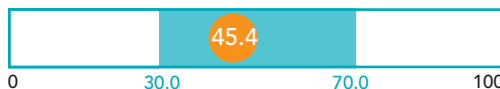


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{7.7}{20.0}$

38.5%

Growth on DC-CAS Mathematics over time



$\frac{4.4}{20.0}$

22.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{1.1}{10.0}$

11.0%

Advanced only



$\frac{0.4}{2.5}$

16.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{1.0}{10.0}$

10.0%

Advanced only

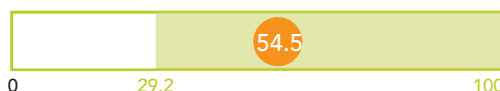


$\frac{0.2}{2.5}$

8.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{5.4}{15.0}$

36.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{7.1}{10.0}$

71.0%

Re-enrollment in this school



$\frac{8.2}{10.0}$

82.0%

TOTAL SCORE

TIER 2

$\frac{35.5}{100.0}$

35.5%

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



2013 School Performance Report



WARD 7

Maya Angelou PCS – Evans High School

5600 East Capitol Street, NE
Washington, DC 20019

202-379-4335

www.seeforever.org

2013 Score:

13.6%

2012 Score: 18.4%

2011 Score: 21.5%

School Profile (2013–14)

Board Chair:

Jane Dimyan-Ehrenfeld

Executive Director:

Heather Wathington, Ph.D.

Principal:

Steven K. Foster

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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. Our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

Unique School Characteristics

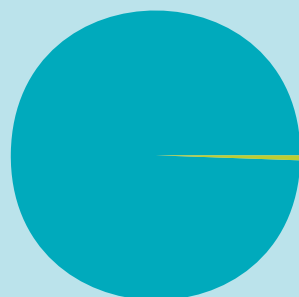
- Entrepreneurship and internship program
- Integrated college planning and preparation
- College scholarship partners
- Enrichment programs
- Extended learning opportunities (including Saturday program and credit recovery)

Alternative Accountability

Some schools do not receive a Performance Management Framework (PMF) rank because they serve a markedly different population from other K–12 schools. PCSB is working with the Office of the State Superintendent of Education (OSSE) and the Alternative Schools task force on a definition of such alternative schools for accountability purposes.

Student Demographics (2012–13)

Total Enrollment: 298



African American	99.7%	English Language Learners: 0.0%
Hispanic/Latino	0.3%	Low Income: 100.0%
White	0.0%	Special Education: 33.6%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Capitol Heights Metro Station/96, 97

*Please check www.wmata.com for updates.

Maya Angelou PCS – Evans High School

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

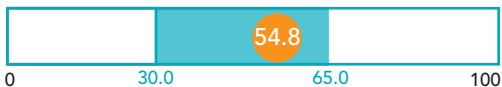


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{5.3}{7.5}$

70.7%

Growth on DC-CAS Mathematics over time



$\frac{1.7}{7.5}$

22.7%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.2}{2.5}$

8.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)

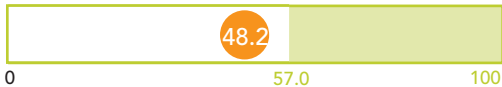


$\frac{0.0}{5.0}$

0.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{0.0}{7.5}$

0.0%

PSAT performance (11th)



$\frac{0.0}{7.5}$

0.0%

SAT performance (12th)



$\frac{0.0}{7.5}$

0.0%

College acceptance rate



$\frac{0.0}{7.5}$

0.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{0.0}{10.0}$

0.0%

Re-enrollment in this school



$\frac{5.3}{10.0}$

53.0%

9th grade credits (on track to graduate)



$\frac{1.1}{5.0}$

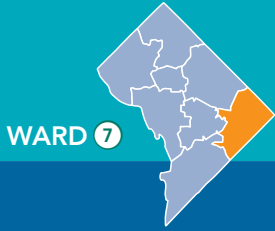
22.0%

TOTAL SCORE

$\frac{13.6}{100.0}$

13.6%

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



WARD 7

Maya Angelou PCS – Young Adult Learning Center

5600 East Capitol Street, NE
Washington, DC 20019

202-289-8898

www.seeforever.org

School Profile (2013–14)

Board Chair: First School Year: 2012–13

Jane Dimyan-Ehrenfeld

Executive Director:

Heather Wathington, Ph.D.

Principal:

Sarah Navarro

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☒ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not applicable

Student-to-Teacher Ratio: Not applicable

School Mission/Purpose:

Our goal is to help students reach their potential and prepare for college, career, and a lifetime of success.

Unique School Characteristics

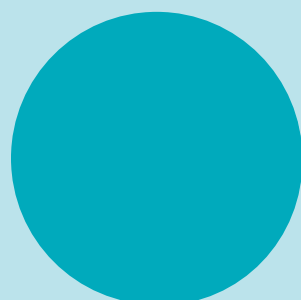
- Academic classes to earn a GED
- Individualized learning environment
- Job training program
- Summer session available
- Life skills coaching

New Adult Education Program

This year, PCSB consulted with a taskforce to draft a pilot Adult Education PMF, which will be fully implemented in 2013–14. In anticipation of the pilot, this school did not create an Accountability Plan; instead, the school reported data on several targets aligned to the indicators on the new Adult Education PMF.

Student Demographics (2012–13)

Total Enrollment: 82



African American	100%	English Language Learners: 0.0%
Hispanic/Latino	0%	Low Income: 100.0%
White	0%	Special Education: 6.1%
Asian/Pacific Islander	0%	
Native American/Indian	0%	
Other	0%	

Transportation



Metro/Bus Service*

Capitol Heights Metro Station/96, 97

*Please check www.wmata.com for updates.

Maya Angelou – Young Adult Learning Center

2013 School Performance Report

(2012–13)

Grades measured: Adult Education

Student Progress Results

- **Literacy/Numeracy:** In 2012–13, students made an average of one full grade level gain in literacy and 1.5 grade level gains in math on the TABE.

Student Achievement Results

- **GED Completion:** In 2012–13, 89.3% of students who attempted the GED test succeeded in attaining the credential.

Leading Indicators Results

- **Attendance:** In 2012–13, students maintained an average daily attendance rate of 73.8%.

Career/College Readiness Results

- **Entered Employment/Postsecondary:** In 2012–13, 77.3% of graduates were employed or enrolled in postsecondary education within three months of completing their program.

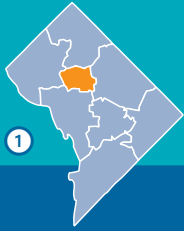
Note: All results are pre-validated.



2013 School Performance Report

Meridian PCS

WARD 1



2120 13th Street, NW
Washington, DC 20009

202-387-9830

www.meridian-dc.org

Tier

2013 Score:
62.8%

2

2012 Score: **45.3%**

2

2011 Score: **51.2%**

2

School Profile (2013–14)

Board Chair: Christopher Siddall
First School Year: 1999–2000

Principal: Tamara Cooper

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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 the stars.

Meridian seeks to give each child the foundation of basic skills they need to succeed in today's world, while at the same time stimulating each child to learn, explore, and develop their own special talents.

Unique School Characteristics

- Meridian celebrated 11 years of service to the community
- Awarded \$1 million grant from City Build to support Harrison School renovations
- Awarded use of former DCPS Harrison School; completed renovations and moved in October 2012

Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 567



Transportation

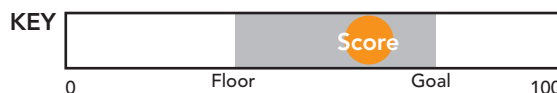


Metro/Bus Service*
U Street Metro
Station/52, 53, 54; 90,
92, 93; 96

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: 3–8

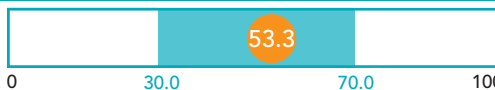


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

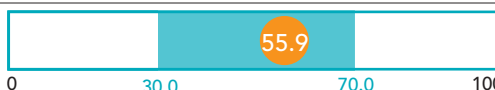
Growth on DC-CAS Reading over time



$\frac{11.7}{20.0}$

58.5%

Growth on DC-CAS Mathematics over time



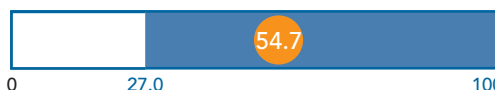
$\frac{13.0}{20.0}$

65.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.9}{5.0}$

38.0%

Advanced only



$\frac{0.20}{1.25}$

16.0%

Elementary grades DC-CAS Mathematics

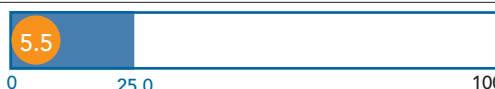
Proficient and Advanced



$\frac{1.5}{5.0}$

30.0%

Advanced only



$\frac{0.28}{1.25}$

22.4%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{2.2}{5.0}$

44.0%

Advanced only



$\frac{0.52}{1.25}$

41.6%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{3.0}{5.0}$

60.0%

Advanced only

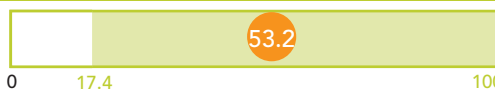


$\frac{0.77}{1.25}$

61.6%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{3.3}{7.5}$

44.0%

Proficient and Advanced 8th grade Mathematics



$\frac{6.5}{7.5}$

86.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.9}{10.0}$

79.0%

TOTAL SCORE

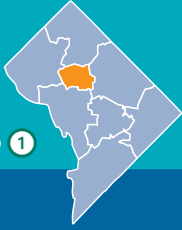
TIER 2

$\frac{62.8}{100.0}$

62.8%

Meridian PCS

WARD 1



2120 13th Street, NW
Washington, DC 20009

202-387-9830

www.meridian-dc.org

School Profile (2013–14)

Board Chair: Christopher Siddall
First School Year: 1999–2000

Principal: Tamara Cooper

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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 the stars. Meridian seeks to give each child the foundation of basic skills they need to succeed in today's world, while at the same time stimulating each child to learn, explore, and develop their own special talents.

Unique School Characteristics

- Meridian celebrated 11 years of service to the community
- Awarded \$1 million grant from City Build to support Harrison School renovations
- Awarded use of former DCPS Harrison School; completed renovations and moved in October 2012

Accountability Plans

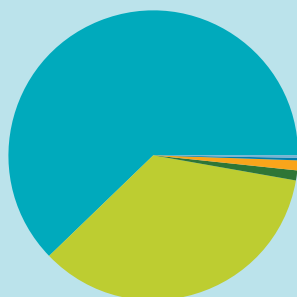
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 567



African American	62.3%	English Language Learners: 33.3%
Hispanic/Latino	35.1%	Low Income: 100.0%
White	1.1%	Special Education: 17.6%
Asian/Pacific Islander	1.2%	
Native American/Indian	0.2%	
Other	0.2%	

Transportation



Metro/Bus Service*

U Street Metro Station/52, 53, 54; 90, 92, 93, 96

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve at or above 70% or improve from fall to spring by 10% on the Brigance Inventory of Early Development Basic Skills assessment. 	99.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate a school year of academic growth or demonstrate proficiency, as determined by the Grade Equivalent Score on the Stanford Achievement Test in reading. 	81.2% of students met this goal.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate a school year of academic growth or demonstrate proficiency, as determined by the Grade Equivalent Score on the Stanford Achievement Test in mathematics. 	87.8% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate proficiency, as determined by the Grade Equivalent Score on the Stanford Achievement Test in reading. 	79.1% of students met this goal.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate proficiency, as determined by the Grade Equivalent Score on the Stanford Achievement Test in mathematics. 	77.0% of students met this goal.	Yes

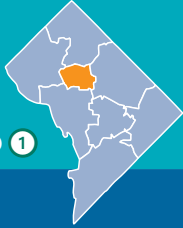
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 92.9%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.3%.	Yes

TOTAL TARGETS MET

7 OF 7

Mundo Verde Bilingual PCS

WARD ①



3220 16th Street, NW
Washington, DC 20010

202-630-8373

www.mundoverdepcs.org

School Profile (2013–14)

Board Chair:

Sara Elliott

First School Year: 2011–12

Executive Director:

Kristin Scotchmer

Principal:

Dahlia Aguilar

Grades Served:



Will grow to fifth grade; part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 8 to 1

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.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

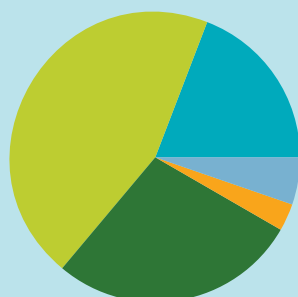
** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Unique School Characteristics

- Focus on sustainability teaches that natural, social, and economic systems are linked and interdependent
- All students learn to speak, read, and write in Spanish and English, attaining high levels of proficiency and developing cross-cultural competence
- Expeditionary Learning model with hands-on, project-based approach and learner-centered instruction fosters critical thinking and deep understanding of complex subjects that require perseverance, craftsmanship, imagination, and significant achievement

Student Demographics (2012–13)

Total Enrollment: 237



African American	19.4%	English Language Learners: 27.0%
Hispanic/Latino	44.7%	Low Income: 33.3%
White	27.8%	Special Education: 8.4%
Asian/Pacific Islander	3.0%	
Native American/Indian	0.0%	
Other	5.1%	

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/S1, S2, S4

**Please check www.wmata.com for updates.*

(2012–13)

Grades measured: PK3–1

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age on the Teaching Strategies GOLD literacy assessment. 	95.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age on the Teaching Strategies GOLD mathematics assessment. 	85.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment. 	93.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will make 0 or greater NCE in mathematics on the Group Mathematics assessment and Diagnostic Evaluation. 	74.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment. 	82.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first-grade students will score a stanine 4 or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation. 	78.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 97.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through first-grade students will attend school 92% of the days. 	The average daily attendance was 97.4%.	Yes

Mundo Verde Bilingual PCS

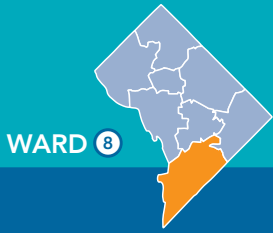
2013 School Performance Report

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none">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.	The school attained "achieving" on 66.7% of the 12 domains of the rubric (eight out of 12).	Yes

TOTAL TARGETS MET	9 OF 9
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2013 School Performance Report



WARD 8

National Collegiate Preparatory PCHS

4600 Livingston Road, SE
Washington, DC 20032

202-832-7737

www.nationalprepdc.org

Tier

2013 Score:
51.4%

2

2012 Score: 49.0%

2

2011 Score: 48.6%

2

School Profile (2013–14)

Board Chair:

Allison Mayas

First School Year: 2009–10

Executive Director:

Jennifer L. Ross, MSW, LCSW

Principal:

Dianne Brown, Ed.D.

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☒ 9
 ☒ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

☐ Before Care
 ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

School Mission/Purpose:

Our mission is (1) to provide a rigorous 9th–12th grade standards-based college preparatory curriculum to maximize our students' academic achievement, (2) to provide an interdisciplinary curriculum which integrates international studies themes across the academic curriculum leading to an International Baccalaureate (IB) Diploma, and (3) to 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
- Entire senior class graduated and was accepted to college
- Small class size

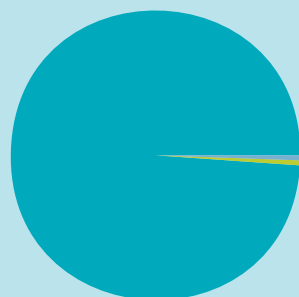
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 310



African American	99.0%	English Language Learners: 0.0%
Hispanic/Latino	0.6%	Low Income: 89.7%
White	0.0%	Special Education: 18.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.4%	

Transportation



Metro/Bus Service*

Anacostia Metro Station/A4, A5, A6

*Please check www.wmata.com for updates.

National Collegiate Preparatory PCHS

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

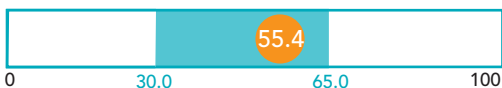
Growth on DC-CAS Reading over time



$\frac{7.1}{7.5}$

94.7%

Growth on DC-CAS Mathematics over time



$\frac{5.4}{7.5}$

72.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{0.7}{10.0}$

7.0%

Advanced only



$\frac{0.1}{2.5}$

4.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)



—

N/A

Gateway (30 points): Outcomes aligned to college and career readiness

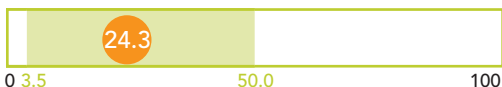
Graduation rate



$\frac{4.5}{7.5}$

60.0%

PSAT performance (11th)



$\frac{3.4}{7.5}$

45.3%

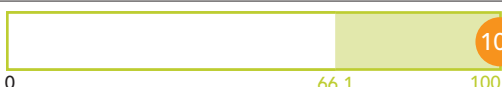
SAT performance (12th)



$\frac{2.1}{7.5}$

28.0%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{7.4}{10.0}$

74.0%

Re-enrollment in this school



$\frac{6.9}{10.0}$

69.0%

9th grade credits (on track to graduate)



$\frac{3.7}{5.0}$

74.0%

TOTAL SCORE

TIER 2

$\frac{48.8}{95.0}$

51.4%

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



WARD 1

The Next Step/El Próximo Paso PCS

3047 15th Street, NW
Washington, DC 20009

202-319-2249

www.nextsteppcs.org

School Profile (2013–14)

Board Chair:

Eduardo Ferrer

Executive Director:

Julie Meyer

Principal:

Susan Evans-Espinoza

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☒ GED ☒ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 11 to 1

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)
- Dual enrollment and college scholarships
- ESOL classes
- Day and night classes
- Full- and part-time options

Accountability Plans

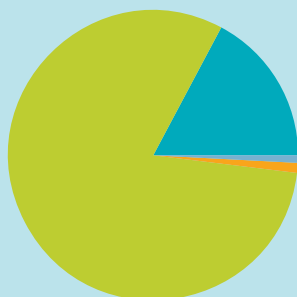
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 250



African American	17.3%
Hispanic/Latino	80.9%
White	0.0%
Asian/Pacific Islander	1.1%
Native American/Indian	0.0%
Other	0.7%

English Language Learners: 60.6%

Low Income: 94.0%

Special Education: 5.1%

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates.

The Next Step/El Próximo Paso PCS

2013 School Performance Report

(2012–13)

Grades measured: Adult Ed/GED

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Students will show an average increase of at least a grade level equivalent of growth in reading on the Test of Adult Basic Education (TABE). 	Students achieved an average increase of 2.6 grade levels.	Yes
<ul style="list-style-type: none"> Students will show an average increase of at least a grade level equivalent of growth in mathematics on the Test of Adult Basic Education (TABE). 	Students achieved an average increase of 2.0 grade levels.	Yes
<ul style="list-style-type: none"> English language learners will show an average increase of at least a grade level equivalent of growth in English language proficiency on the Test of Adult Basic Education (TABE). 	Students achieved an average increase of 0.73 grade levels.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of eligible students will pass the General Education Development exam. 	74.6% of the students passed.	Yes

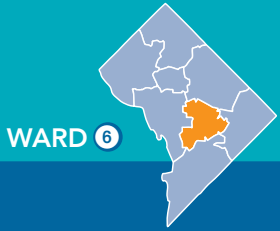
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, enrolled students will attend school 69% of the time. 	Students enrolled attended, on average, 76.0% of the time.	Yes

TOTAL TARGETS MET

4 OF **5**



2013 School Performance Report



WARD 6

Options PCS (Middle School)

1375 E Street, NE
Washington, DC 20002

202-547-1028

www.optionsschool.org

2013 Score:

32.4%

2012 Score: 16.8%

2011 Score: 15.7%

School Profile (2013–14)

Board Chair:

Lloyd Anderson

Executive Director:

Charles Vincent, Ph.D.

Principal:

Simon Earle, Ph.D.

Grades Served:

PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 99%

Student-to-Teacher Ratio: 6 to 1

First School Year: 1996–97

School Mission/Purpose:

The mission of the 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.

Alternative Accountability

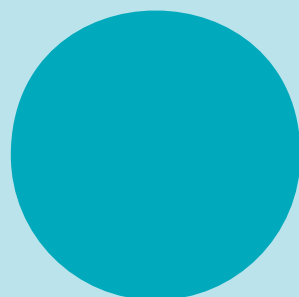
Some schools do not receive a Performance Management Framework (PMF) rank because they serve a markedly different population from other K–12 schools. PCSB is working with the Office of the State Superintendent of Education (OSSE) and the Alternative Schools task force on a definition of such alternative schools for accountability purposes.

Unique School Characteristics

- Technology-infused curriculum
- Academic programming that provides college/career readiness
- Reading strategies infused into all core content areas
- Championship sports program
- School culture of learning, leadership, and loyalty
- State-of-the-art vocational education program

Student Demographics (2012–13)

Total Enrollment: 415



African American	100.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.0%	Special Education: 68.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
B2; D6; X8

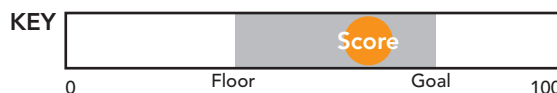
*Please check www.wmata.com for updates.

Options PCS (Middle School)

2013 School Performance Report

(2012–13)

Grades measured: 6–8

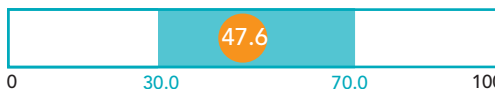


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

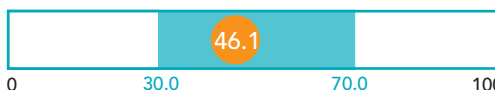
Growth on DC-CAS Reading over time



$\frac{8.8}{20.0}$

44.0%

Growth on DC-CAS Mathematics over time



$\frac{8.1}{20.0}$

40.5%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.5}{2.5}$

20.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{1.1}{2.5}$

44.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade Mathematics



$\frac{0.0}{15.0}$

0.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{3.9}{10.0}$

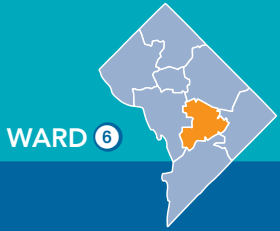
39.0%

TOTAL SCORE

$\frac{32.4}{100.0}$

32.4%

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



WARD 6

Options PCS (High School)

1375 E Street, NE
Washington, DC 20002

202-547-1028

www.optionsschool.org

2013 Score:

20.3%

2012 Score: 13.9%

2011 Score: 19.9%

School Profile (2013–14)

Board Chair:

Lloyd Anderson

Executive Director:

Charles Vincent, Ph.D.

Principal:

Simon Earle, Ph.D.

Grades Served:



☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 99%

Student-to-Teacher Ratio: 6 to 1

First School Year: 1996–97

School Mission/Purpose:

The mission of the 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

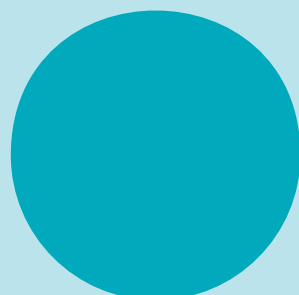
- Technology-infused curriculum
- Academic programming that provides college/career readiness
- Reading strategies infused into all core content areas
- Championship sports program
- School culture of learning, leadership, and loyalty
- State-of-the-art vocational education program

Alternative Accountability

Some schools do not receive a Performance Management Framework (PMF) rank because they serve a markedly different population from other K–12 schools. PCSB is working with the Office of the State Superintendent of Education (OSSE) and the Alternative Schools task force on a definition of such alternative schools for accountability purposes.

Student Demographics (2012–13)

Total Enrollment: 415



African American	100.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.0%	Special Education: 68.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
B2; D6; X8

*Please check www.wmata.com for updates.

Options PCS (High School)

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

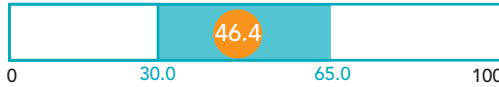


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

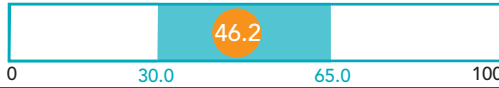
Growth on DC-CAS Reading over time



$\frac{3.5}{7.5}$

46.7%

Growth on DC-CAS Mathematics over time



$\frac{3.5}{7.5}$

46.7%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.5}{2.5}$

20.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.6}{2.5}$

24.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{0.0}{5.0}$

0.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{0.0}{7.5}$

0.0%

PSAT performance (11th)



$\frac{0.0}{7.5}$

0.0%

SAT performance (12th)



$\frac{0.0}{7.5}$

0.0%

College acceptance rate



$\frac{0.0}{7.5}$

0.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{5.5}{10.0}$

55.0%

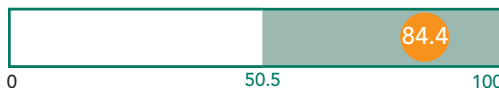
Re-enrollment in this school



$\frac{3.3}{10.0}$

33.0%

9th grade credits (on track to graduate)



$\frac{3.4}{5.0}$

68.0%

TOTAL SCORE

TIER 3

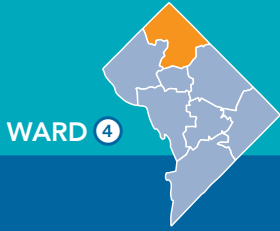
$\frac{20.3}{100.0}$

20.3%

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



2013 School Performance Report



WARD 4

Paul PCS – Middle School

5800 8th Street, NW
Washington, DC 20011

202-291-7499

www.paulcharter.org

Tier

2013 Score:
68.3%

1

2012 Score: **65.8%**

1

2011 Score: **70.9%**

1

School Profile (2013–14)

Board Chair:

Sterling Ward

Principal:

Jami Dunham

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Will grow to 12th grade; part of a 6–10 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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

- Comprehensive and rigorous curriculum
- More than 20 after-school enrichment programs
- Championship athletic programs
- Technology for the 21st-century learner

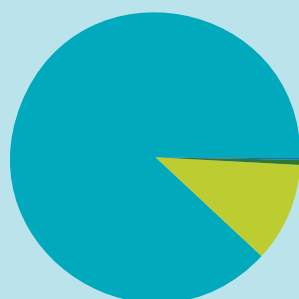
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 556



African American	88.3%	English Language Learners: 5.6%
Hispanic/Latino	11.2%	Low Income: 73.7%
White	0.4%	Special Education: 9.2%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.2%	
Other	0.0%	

Transportation



Metro/Bus Service*
70, 79

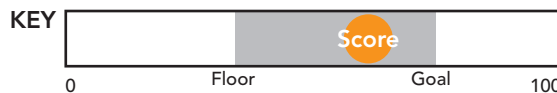
*Please check www.wmata.com for updates.

Paul PCS – Middle School

2013 School Performance Report

(2012–13)

Grades measured: 6–9

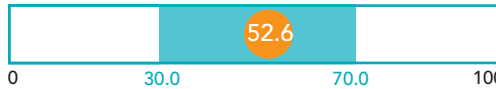


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

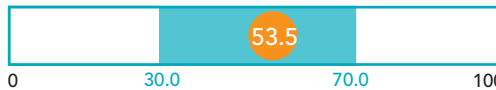
Growth on DC-CAS Reading over time



$\frac{11.3}{20.0}$

56.5%

Growth on DC-CAS Mathematics over time



$\frac{11.8}{20.0}$

59.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{4.5}{10.0}$

45.0%

Advanced only



$\frac{1.3}{2.5}$

52.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{7.3}{10.0}$

73.0%

Advanced only



$\frac{2.0}{2.5}$

80.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{12.4}{15.0}$

82.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.7}{10.0}$

77.0%

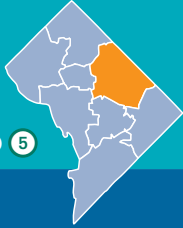
TOTAL SCORE

TIER 1

$\frac{68.3}{100.0}$

68.3%

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



Perry Street Preparatory PCS (Lower School)

1800 Perry Street, NE
Washington, DC 20018

202-529-4400
www.pspdc.org

School Profile (2013–14)

Board Chair:

Cynthia Brown

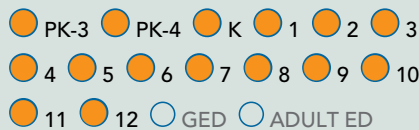
Executive Director:

Shadwick Jenkins

Principal:

Tenina Reeves (PK-8) and Cordelia Postell (9-12)

Grades Served:



☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 88%

Student-to-Teacher Ratio: 15 to 2

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

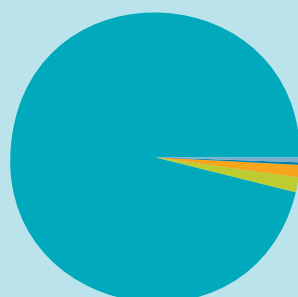
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 951



African American	96.6%	English Language Learners: 0.4%
Hispanic/Latino	1.6%	Low Income: 79.6%
White	0.0%	Special Education: 14.6%
Asian/Pacific Islander	1.3%	
Native American/Indian	0.2%	
Other	0.3%	

Transportation



Metro/Bus Service*

Brookland-CUA or Fort Totten Metro Station/G8; E2; H6; R4

**Please check www.wmata.com for updates.*

Perry Street Preparatory PCS (Lower School)

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Brigance Developmental Inventory Standardized assessment. 	92.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	68.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will make 0 or greater NCE in mathematics on the Terra Nova assessment. 	52.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	67.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at the 40th percentile or higher in mathematics on the Terra Nova assessment. 	50.0% of students met this goal.	No

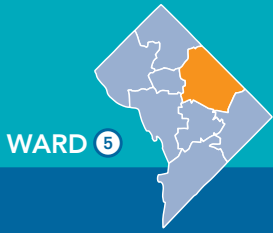
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 87.9%.	No
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 91.0%.	No

TOTAL TARGETS MET

3 OF **7**



2013 School Performance Report



WARD 5

Perry Street Preparatory PCS (Lower School)

1800 Perry Street, NE
Washington, DC 20018

202-529-4400
www.pspdc.org

Tier

2013 Score:
47.2%

2

2012 Score: 43.4%

2

2011 Score: 35.6%

2

School Profile (2013–14)

Board Chair:

Cynthia Brown

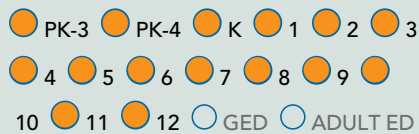
Executive Director:

Shadwick Jenkins

Principal:

Tenina Reeves (PK-8) and Cordelia Postell (9-12)

Grades Served:



□ Before Care □ After Care

Percentage of Highly Qualified Teachers: 88%

Student-to-Teacher Ratio: 18 to 1

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

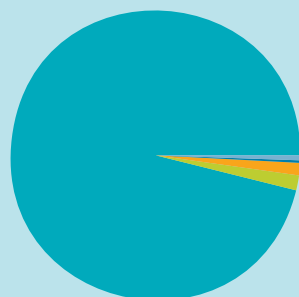
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 951



African American	96.6%	English Language Learners: 0.4%
Hispanic/Latino	1.6%	Low Income: 79.6%
White	0.0%	Special Education: 14.6%
Asian/Pacific Islander	1.3%	
Native American/Indian	0.2%	
Other	0.3%	

Transportation



Metro/Bus Service*

Brookland-CUA or Fort
Totten Metro Station/G8;
E2; H6; R4

*Please check www.wmata.com for updates.

Perry Street Preparatory PCS (Lower School)

2013 School Performance Report

(2012–13)

Grades measured: 3–8

KEY

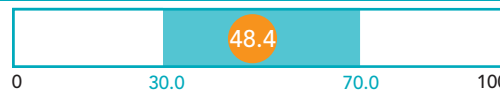


Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{9.2}{20.0}$

46.0%

Growth on DC-CAS Mathematics over time



$\frac{15.4}{20.0}$

77.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.1}{5.0}$

22.0%

Advanced only



$\frac{0.09}{1.25}$

7.2%

Elementary grades DC-CAS Mathematics

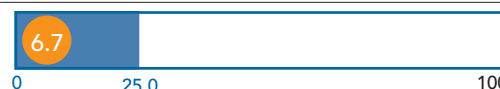
Proficient and Advanced



$\frac{1.0}{5.0}$

20.0%

Advanced only



$\frac{0.34}{1.25}$

27.2%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only

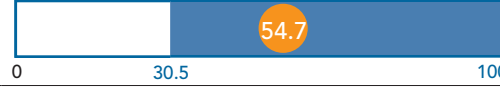


$\frac{0.27}{1.25}$

21.6%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.7}{5.0}$

34.0%

Advanced only

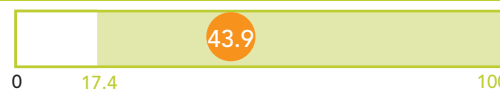


$\frac{0.62}{1.25}$

49.6%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{2.4}{7.5}$

32.0%

Proficient and Advanced 8th grade Mathematics



$\frac{3.5}{7.5}$

46.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{7.3}{10.0}$

73.0%

Re-enrollment in this school



$\frac{3.1}{10.0}$

31.0%

TOTAL SCORE

TIER 2

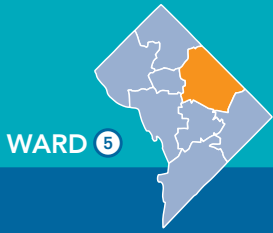
$\frac{47.2}{100.0}$

47.2%

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



2013 School Performance Report



WARD 5

Perry Street Preparatory PCS (Upper School)

1800 Perry Street, NE
Washington, DC 20018

202-529-4400
www.pspdc.org

Tier

2013 Score:
31.7%

3

2012 Score: **37.6%**

2

2011 Score: **46.6%**

2

School Profile (2013–14)

Board Chair:

Cynthia Brown

Executive Director:

Shadwick Jenkins

Principal:

Tenina Reeves (PK-8) and Cordelia Postell (9-12)

Grades Served:



☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 88%

Student-to-Teacher Ratio: 20 to 1

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

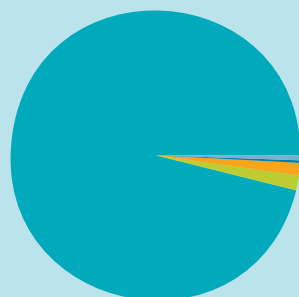
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 951



African American	96.6%	English Language Learners: 0.4%
Hispanic/Latino	1.6%	Low Income: 79.6%
White	0.0%	Special Education: 14.6%
Asian/Pacific Islander	1.3%	
Native American/Indian	0.2%	
Other	0.3%	

Transportation



Metro/Bus Service*

Brookland-CUA or Fort
Totten Metro Station/G8;
E2; H6; R4

*Please check www.wmata.com for updates.

Perry Street Preparatory PCS (Upper School)

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{2.4}{7.5}$

32.0%

Growth on DC-CAS Mathematics over time



$\frac{1.5}{7.5}$

20.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{1.4}{10.0}$

14.0%

Advanced only



$\frac{0.5}{2.5}$

20.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.6}{10.0}$

26.0%

Advanced only



$\frac{0.1}{2.5}$

4.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{0.0}{5.0}$

0.0%

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



$\frac{4.4}{7.5}$

58.7%

PSAT performance (11th)



$\frac{0.9}{7.5}$

12.0%

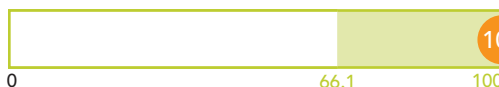
SAT performance (12th)



$\frac{1.6}{7.5}$

21.3%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{0.0}{10.0}$

0.0%

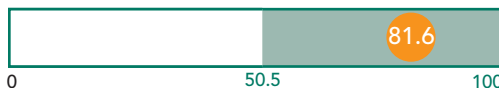
Re-enrollment in this school



$\frac{5.7}{10.0}$

57.0%

9th grade credits (on track to graduate)



$\frac{3.1}{5.0}$

62.0%

TOTAL SCORE

TIER 3

$\frac{31.7}{100.0}$

31.7%

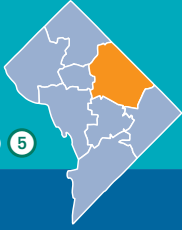
For a more detailed explanation of the indicators, see our user guide.



2013 School Performance Report

Potomac Lighthouse PCS

WARD 5



4401 8th Street, NE
Washington, DC 20017

202-526-6003

www.lighthouse-academies.org

School Profile (2013–14)

Board Chair:

Keirston Woods

Principal:

Ramon Richardson

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 22 to 1

School Mission/Purpose:

Students at the Potomac Lighthouse 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

- Arts-infused curriculum
- Extended school year services
- Provides eight-week Saturday SHINE Academy for scholars in grades 3 and above
- Recipient of the Lighthouse Academies SHINE Award, given to the highest performing school in the national Lighthouse Academies network

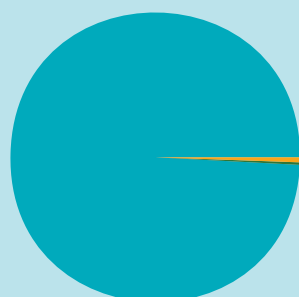
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 397



African American	99.2%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.5%	Special Education: 6.0%
Asian/Pacific Islander	0.3%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
H8; 80

**Please check www.wmata.com for updates.*

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth goal on the Every Child Ready composite assessment. 	100% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above typical growth in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	36.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	50.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	72.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	91.0% of students met this goal.	Yes

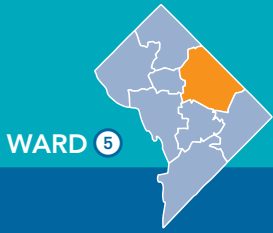
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 85.2%.	No
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 90.0%.	No

TOTAL TARGETS MET

3 OF **7**



2013 School Performance Report



WARD 5

Potomac Lighthouse PCS

4401 8th Street, NE
Washington, DC 20017

202-526-6003

www.lighthouse-academies.org

Tier

2013 Score:
34.3%

3

2012 Score: **49.3%**

2

2011 Score: **54.6%**

2

School Profile (2013–14)

Board Chair:

Keirston Woods

Principal:

Ramon Richardson

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 22 to 1

School Mission/Purpose:

Students at the Potomac Lighthouse 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

- Arts-infused curriculum
- Extended school year services
- Provides eight-week Saturday SHINE Academy for scholars in grades 3 and above
- Recipient of the Lighthouse Academies SHINE Award, given to the highest performing school in the national Lighthouse Academies network

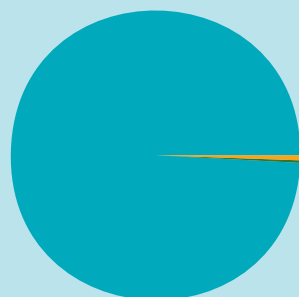
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 397



African American	99.2%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.5%	Special Education: 6.0%
Asian/Pacific Islander	0.3%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
H8; 80

*Please check www.wmata.com for updates.

Potomac Lighthouse PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–7

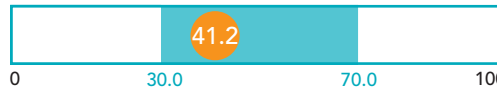


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

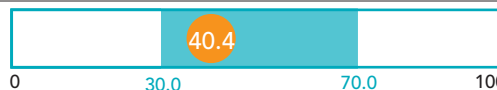
Growth on DC-CAS Reading over time



$\frac{5.6}{20.0}$

28.0%

Growth on DC-CAS Mathematics over time



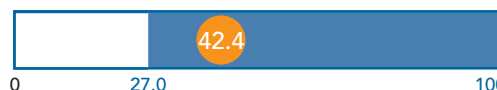
$\frac{5.2}{20.0}$

26.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.1}{5.0}$

22.0%

Advanced only



$\frac{0.15}{1.25}$

12.0%

Elementary grades DC-CAS Mathematics

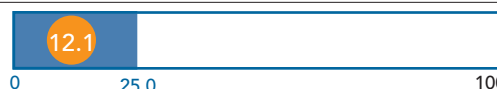
Proficient and Advanced



$\frac{1.6}{5.0}$

32.0%

Advanced only



$\frac{0.61}{1.25}$

48.8%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only

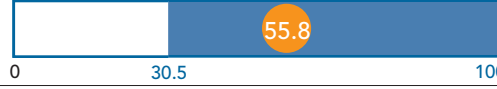


$\frac{0.35}{1.25}$

28.0%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.8}{5.0}$

36.0%

Advanced only



$\frac{0.58}{1.25}$

46.4%

Gateway (15 points): Outcomes in key subjects that predict future educational success

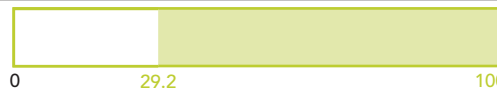
Proficient and Advanced 3rd grade Reading



$\frac{2.1}{15.0}$

14.0%

Proficient and Advanced 8th grade Mathematics



—

N/A

Leading Indicators (20 points): Predictors of future student progress and achievement

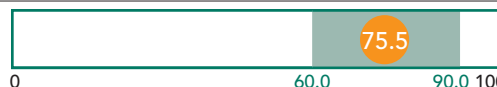
Attendance



$\frac{8.6}{10.0}$

86.0%

Re-enrollment in this school



$\frac{5.2}{10.0}$

52.0%

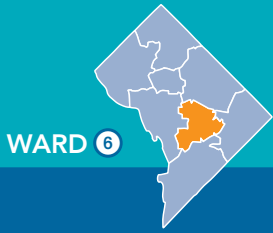
TOTAL SCORE

TIER 3

$\frac{34.3}{100.0}$

34.3%

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



WARD 6

2013 School Performance Report

Richard Wright PCS for Journalism and Media Arts

770 M Street, SE, 2nd Floor
Washington, DC 20003

202-388-1011

www.richardwrightpcs.org

Tier

2013 Score:
35.8%

2

2012 Score: **27.7%**

2011 Score: **N/A**

School Profile (2013–14)

Board Chair: Rhonda Wells-Wilbon, Ph.D.
First School Year: 2011–12

Executive Director: Marco Clark, Ph.D.

Principal: Marco Clark, Ph.D.

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☒ 8
 ☒ 9
 ☒ 10
 ☒ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Will grow to 12th grade

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 95%

Student-to-Teacher Ratio: 22 to 1

School Mission/Purpose:

The mission of Richard Wright PCS for Journalism and Media Arts is to transform students in grades 8–12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

Unique School Characteristics

- Focused on journalism and media arts
- Latin-based curriculum
- Forward-focused media contributors
- Focused on classical and modern languages

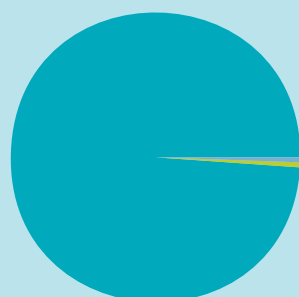
Tier Explanations

- 1 High Performing** (65.0–100)
- 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 (2012–13)

Total Enrollment: 202



African American	99.0%	English Language Learners: 0.5%
Hispanic/Latino	0.5%	Low Income: 100.0%
White	0.0%	Special Education: 18.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.5%	

Transportation



Metro/Bus Service*

Eastern Market or Navy Yard Metro Station/90, 92, 93; A42, 46; A48; P6; V7, V8, V9

*Please check www.wmata.com for updates.

Richard Wright PCS for Journalism and Media Arts

2013 School Performance Report

(2012–13)

Grades measured: 8–10

KEY

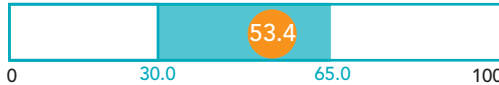


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{5.0}{7.5}$

66.7%

Growth on DC-CAS Mathematics over time



$\frac{0.3}{7.5}$

4.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{2.4}{10.0}$

24.0%

Advanced only



$\frac{0.1}{2.5}$

4.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.6}{10.0}$

6.0%

Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)



—

N/A

Gateway (30 points): Outcomes aligned to college and career readiness

Graduation rate



—

N/A

PSAT performance (11th)



—

N/A

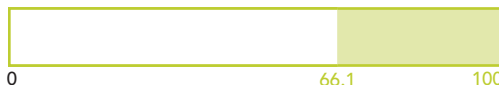
SAT performance (12th)



—

N/A

College acceptance rate



—

N/A

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{7.4}{10.0}$

74.0%

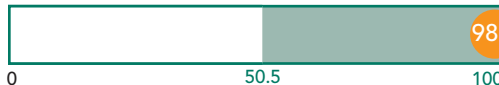
Re-enrollment in this school



$\frac{2.6}{10.0}$

26.0%

9th grade credits (on track to graduate)



$\frac{4.9}{5.0}$

98.0%

TOTAL SCORE

TIER 2

$\frac{23.3}{65.0}$

35.8%

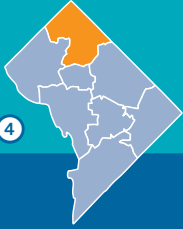
For a more detailed explanation of the indicators, see our user guide.



2013 School Performance Report

Roots PCS

WARD 4



15 Kennedy Street, NW
Washington, DC 20011

202-882-8073

www.rootspcs.org

Tier

2013 Score:
43.1%

2

2012 Score: **48.4%**

2

2011 Score: **58.5%**

2

School Profile (2013–14)

Board Chair: First School Year: 1999–2000

Gilda Sherrod-Ali

Principal:

Bernida Thompson, Ed.D.

Grades Served:



☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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; and 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; Commission on International and Trans-Regional Accreditation; National Academy of Early Childhood Programs; and National Association for the Education of Young Children

Tier Explanations

1 High Performing (65.0–100)

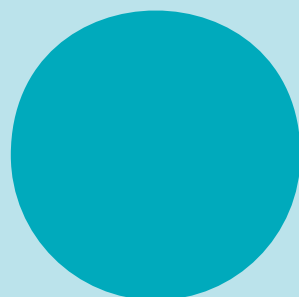
2 Mid Performing (35.0–64.9)

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 (2012–13)

Total Enrollment: 120



African American	100.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 89.2%
White	0.0%	Special Education: 2.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



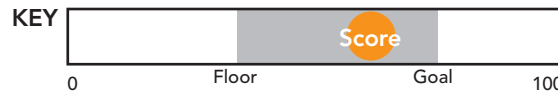
Metro/Bus Service*

Fort Totten Metro Station/K6; E2; 64

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: 3–8

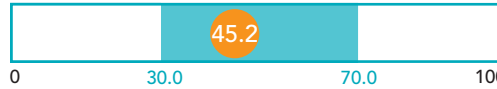


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

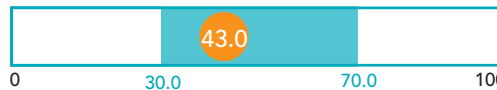
Growth on DC-CAS Reading over time



$\frac{7.6}{20.0}$

38.0%

Growth on DC-CAS Mathematics over time



$\frac{6.5}{20.0}$

32.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.1}{5.0}$

42.0%

Advanced only



$\frac{0.00}{1.25}$

0.0%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.4}{5.0}$

48.0%

Advanced only



$\frac{0.00}{1.25}$

0.0%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{3.2}{5.0}$

64.0%

Advanced only

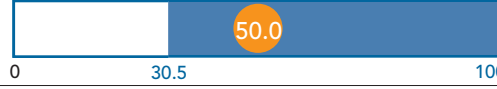


$\frac{0.00}{1.25}$

0.0%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only



$\frac{0.42}{1.25}$

33.6%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



—

N/A

Proficient and Advanced 8th grade Mathematics



—

N/A

Leading Indicators (20 points): Predictors of future student progress and achievement

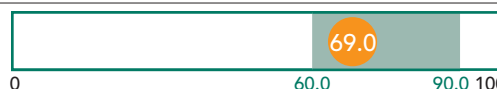
Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{3.0}{10.0}$

30.0%

TOTAL SCORE

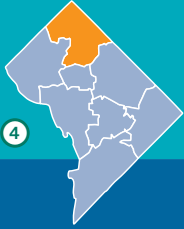
TIER 2

$\frac{36.6}{85.0}$

43.1%

Roots PCS

WARD 4



15 Kennedy Street, NW
Washington, DC 20011

202-882-8073

www.rootspcs.org

School Profile (2013–14)

Board Chair: First School Year: 1999–2000
Gilda Sherrod-Ali

Principal:
Bernida Thompson, Ed.D.

Grades Served:



☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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; and 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; Commission on International and Trans-Regional Accreditation; National Academy of Early Childhood Programs; and National Association for the Education of Young Children

Accountability Plans

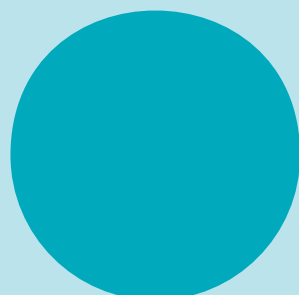
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 120



African American	100.0%	English Language Learners: 0.0%
Hispanic/Latino	0.0%	Low Income: 89.2%
White	0.0%	Special Education: 2.5%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*

Fort Totten Metro Station/K6; E2; 64

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase their score by eight points or master all items by the spring administration on the Roots Preprimary Language Arts Objectives assessment. 	97.4% of students met this goal.	Yes
<ul style="list-style-type: none"> 75% of kindergarten through second-grade students will increase by at least one reading level or maintain proficiency by the spring administration on the Scholastic Reading assessment (SRA) reading mastery test. 	92.5% of students met this goal.	Yes

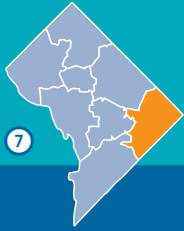
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 75% of first- and second-grade students will score proficient on the Scholastic Reading assessment (SRA) reading mastery test. 	82.5% of student met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 98.2%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 99.0%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 90% of parents of pre-kindergarten through second-grade students will report being "Frequently Satisfied" or "Always Satisfied" with implementation of the African-Centered program on the end-of-year parent survey. 	99.0% of parents surveyed reported being always or frequently satisfied.	Yes

TOTAL TARGETS MET

6 OF **6**



SEED Public Charter School of Washington, DC (Middle)

4300 C Street, SE
Washington, DC 20019

202-248-7773
www.seedschooldc.org

Tier

2013 Score:
62.1%

2

2012 Score: **80.3%**

1

2011 Score: **73.1%**

1

School Profile (2013–14)

Board Chair:

Vasco Fernandez

Executive Director:

Charles Barrett Adams

Principal:

Kara Stacks

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 17 to 1

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

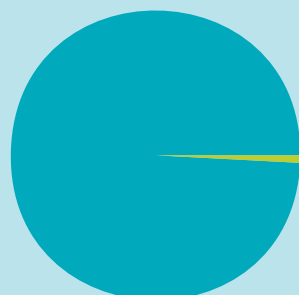
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 341



African American	99.4%	English Language Learners: 0.0%
Hispanic/Latino	0.6%	Low Income: 73.0%
White	0.0%	Special Education: 12.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Benning Road Metro Station/B2; D6

*Please check www.wmata.com for updates.

SEED Public Charter School of Washington, DC (Middle)

2013 School Performance Report

(2012–13)

Grades measured: 6–8

KEY

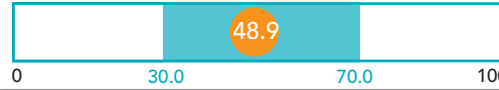


Points Earned
Points Possible

**Percent of
Possible
Points**

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{9.5}{20.0}$

47.5%

Growth on DC-CAS Mathematics over time



$\frac{15.3}{20.0}$

76.5%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{2.3}{10.0}$

23.0%

Advanced only



$\frac{0.6}{2.5}$

24.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{5.2}{10.0}$

52.0%

Advanced only



$\frac{1.8}{2.5}$

72.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade
Mathematics



$\frac{11.4}{15.0}$

76.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{6.0}{10.0}$

60.0%

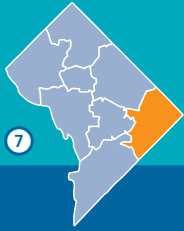
TOTAL SCORE

TIER 2

$\frac{62.1}{100.0}$

62.1%

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



SEED Public Charter School of Washington, DC (High)

4300 C Street, SE
Washington, DC 20019

202-248-7773
www.seedschooldc.org

Tier

2013 Score:
67.8%

1

2012 Score: **66.7%**

1

2011 Score: **63.4%**

2

School Profile (2013–14)

Board Chair:

Vasco Fernandez

Executive Director:

Charles Barrett Adams

Principal:

Kara Stacks

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 17 to 1

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

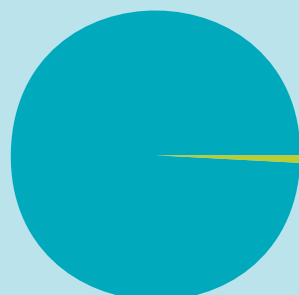
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 341



African American	99.4%	English Language Learners: 0.0%
Hispanic/Latino	0.6%	Low Income: 73.0%
White	0.0%	Special Education: 12.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Benning Road Metro Station/B2; D6

*Please check www.wmata.com for updates.

SEED Public Charter School of Washington, DC (High)

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

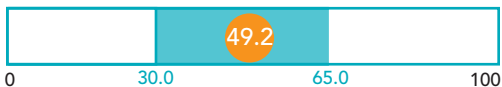


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

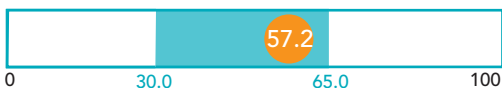
Growth on DC-CAS Reading over time



$\frac{4.1}{7.5}$

54.7%

Growth on DC-CAS Mathematics over time



$\frac{5.8}{7.5}$

77.3%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{5.5}{10.0}$

55.0%

Advanced only



$\frac{0.0}{2.5}$

0.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{8.2}{10.0}$

82.0%

Advanced only



$\frac{1.9}{2.5}$

76.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{1.0}{5.0}$

20.0%

Gateway (30 points): Outcomes aligned to college and career readiness

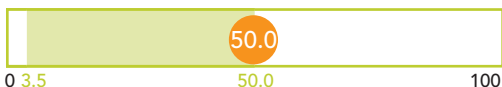
Graduation rate



$\frac{3.7}{7.5}$

49.3%

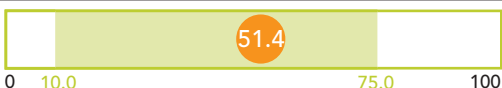
PSAT performance (11th)



$\frac{7.5}{7.5}$

100.0%

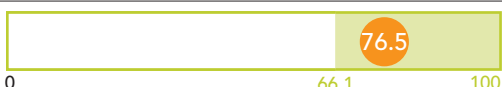
SAT performance (12th)



$\frac{4.8}{7.5}$

64.0%

College acceptance rate



$\frac{2.3}{7.5}$

30.7%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

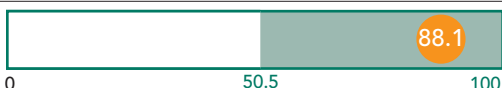
Re-enrollment in this school



$\frac{9.2}{10.0}$

92.0%

9th grade credits (on track to graduate)



$\frac{3.8}{5.0}$

76.0%

TOTAL SCORE

TIER 1

$\frac{67.8}{100.0}$

67.8%

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



Shining Stars Montessori Academy PCS

1328 Florida Avenue, NW Annex
Washington, DC 20009

202-319-2307

www.ss-montessori.org

School Profile (2013–14)

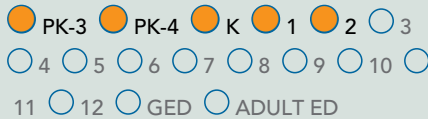
Board Chair:

Allison Brown

Principal:

Rhonda Sabater

Grades Served:



Will grow to sixth grade

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 11 to 1

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

- Committed to providing a quality Montessori experience for inner-city children
- Provides the means whereby students can begin to develop to their fullest potential
- Montessori curriculum enhanced with culturally inclusive principles to meet the developmental needs of students

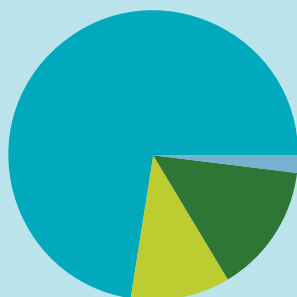
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 55



African American	72.7%	English Language Learners: 12.7%
Hispanic/Latino	10.9%	Low Income: 36.4%
White	14.5%	Special Education: 10.9%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	1.8%	

Transportation



Metro/Bus Service*

U Street Metro
Station/52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates.

Shining Stars Montessori Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: PK3–1

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test. 	100% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	82.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	82.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 92.4%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through first-grade students will attend school 92% of the days. 	The average daily attendance was 95.7%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 70% of families will respond that they are "Satisfied" or "Highly Satisfied" with the school culture on the Family and School Culture Survey. 	96.0% of families responded satisfied or highly satisfied with this statement.	Yes

TOTAL TARGETS MET

6 OF **6**

St. Coletta Special Education PCS

1901 Independence Avenue, SE
Washington, DC 20003

202-350-8680
www.stcoletta.org

School Profile (2013–14)

Board Chair:

Elizabeth Pierce

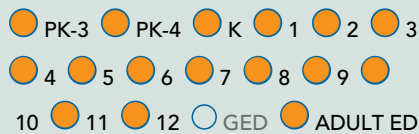
Executive Director:

Sharon Raimo

Principal:

Janice Corazza

Grades Served:



☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 96%

Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:

The mission of St. Coletta Special Education Charter School is the same as it is for St. Coletta of Greater Washington, the parent organization: to serve students with intellectual disabilities and autism and to support their families. We believe in the immeasurable value of the individual human spirit and in the right of each individual to live as full and independent life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes, and builds their self-esteem.

Unique School Characteristics

- Accredited by the National Commission for the Accreditation of Special Education Services
- Designated a National Title I Distinguished School
- Horticulture and cooking programs; students use ingredients from school garden to prepare healthy meals
- Hosted educators from Russia; leadership fellows from EduLearn, New Orleans; and DCPS Early Stages staff

Accountability Plans

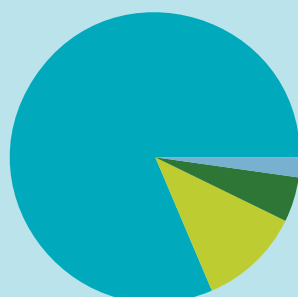
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 250



African American	81.6%	English Language Learners: 0.0%
Hispanic/Latino	11.2%	Low Income: 78.0%
White	5.2%	Special Education: 100.0%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	2.0%	

Transportation



Metro/Bus Service*
Stadium-Armory Metro Station/D6

*Please check www.wmata.com for updates.

St. Coletta Special Education PCS

2013 School Performance Report

(2012–13)

Grades measured: Non-graded

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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 87.2%.	Yes
<ul style="list-style-type: none"> 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 79.5%.	Yes
<ul style="list-style-type: none"> 80% of students participating in the DC-CAS-Alt will score proficient or advanced in math. 	For the 2012–13 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in math was 74.1%.	No
<ul style="list-style-type: none"> 80% of students participating in the DC-CAS-alt will score proficient or advanced in reading. 	For the 2012–13 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in reading was 85.2%.	Yes

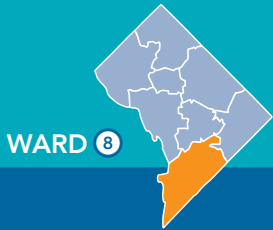
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> Students will attend school 88% of the school days 	According to ProActive data collected on 7/8/13 (confirmed by PCSB ProActive data), students attend 97.4% of the school days.	Yes

Gateway Targets	Gateway Results	Met Target?
<ul style="list-style-type: none"> 90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion). 	16 Copies of Certificates of Completion provided for 16 students expected to graduate (100% of eligible students).	Yes

TOTAL TARGETS MET	5 OF 6
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2013 School Performance Report



WARD 8

Thurgood Marshall Academy PCS

2427 Martin Luther King Jr. Avenue, SE
Washington, DC 20020

202-563-6862

www.thurgoodmarshallacademy.org

Tier

2013 Score:
77.4%

1

2012 Score: **79.9%**

1

2011 Score: **80.2%**

1

School Profile (2013–14)

Board Chair:

George Brown

Executive Director:

Alexandra Pardo, Ed.D.

Principal:

N/A

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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 nine 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

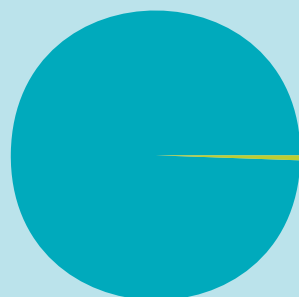
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 397



African American	99.7%	English Language Learners: 0.0%
Hispanic/Latino	0.3%	Low Income: 79.8%
White	0.0%	Special Education: 9.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.

Thurgood Marshall Academy PCS

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{7.5}{7.5}$

100.0%

Growth on DC-CAS Mathematics over time



$\frac{7.5}{7.5}$

100.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{4.9}{10.0}$

49.0%

Advanced only



$\frac{1.6}{2.5}$

64.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{8.4}{10.0}$

84.0%

Advanced only



$\frac{1.0}{2.5}$

40.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{5.0}{5.0}$

100.0%

Gateway (30 points): Outcomes aligned to college and career readiness

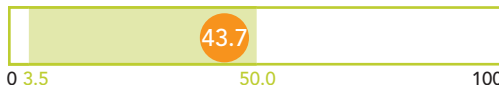
Graduation rate



$\frac{3.3}{7.5}$

44.0%

PSAT performance (11th)



$\frac{6.5}{7.5}$

86.7%

SAT performance (12th)



$\frac{5.2}{7.5}$

69.3%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

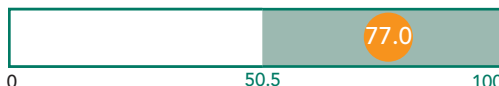
Re-enrollment in this school



$\frac{6.3}{10.0}$

63.0%

9th grade credits (on track to graduate)



$\frac{2.7}{5.0}$

54.0%

TOTAL SCORE

TIER 1

$\frac{77.4}{100.0}$

77.4%

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

Tree of Life PCS

WARD 5

2315 18th Place, NE
Washington, DC 20018

202-832-1108

www.treeoflifepcs.org

School Profile (2013–14)

Board Chair:

Carl J. Hampton, Psy.D.

Executive Director:

Patricia L. Williams

Principal:

Tenika Holden

Grades Served:



☐ Before Care
 ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1

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 pre-K through 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 facilities and classrooms
- Fresh food daily: three meals plus snacks and vegetarian options
- Interventions, including free tutoring
- Positive behavior support through incentives
- Technology-rich instruction, including free laptops
- Family support, including parenting workshops

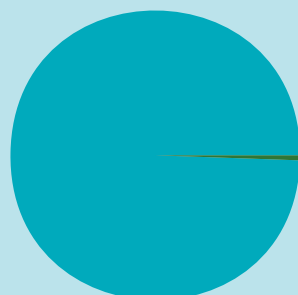
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 314



African American	99.7%	English Language Learners: 1.3%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.3%	Special Education: 11.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
86; D4; E2

**Please check www.wmata.com for updates.*

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth goal in mathematics on the Every Child Ready assessment. 	73% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will advance at least one literacy classification or intervention level in reading on the STAR Early Literacy assessment. 	89.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first through second-grade students will make one year of growth in reading on the STAR Reading assessment. 	54.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first through second-grade students kindergarten through second grade will score at grade level or higher in reading on the STAR Reading assessment. 	48.0% of students met this goal.	No
<ul style="list-style-type: none"> 60% of first through second-grade students will score at grade level or higher in mathematics on the STAR Math assessment. 	69.0% of students met this goal.	Yes

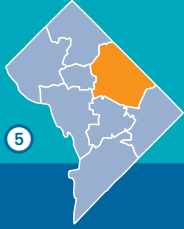
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.3%.	Yes

TOTAL TARGETS MET

5 OF **7**

Tree of Life PCS

WARD 5



2315 18th Place, NE
Washington, DC 20018

202-832-1108
www.treeoflifepcs.org

Tier

2013 Score:
40.5%

2

2012 Score: **35.5%**

2

2011 Score: **33.9%**

3

School Profile (2013–14)

Board Chair:

Carl J. Hampton, Psy.D.

Executive Director:

Patricia L. Williams

Principal:

Tenika Holden

Grades Served:



☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 20 to 1

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 pre-K through 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
- Positive behavior support through incentives
- Technology-rich instruction, including free laptops
- Family support, including parenting workshops

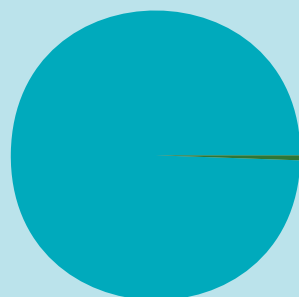
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 314



African American	99.7%	English Language Learners: 1.3%
Hispanic/Latino	0.0%	Low Income: 100.0%
White	0.3%	Special Education: 11.1%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
86; D4; E2

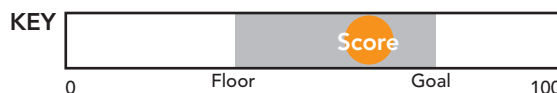
*Please check www.wmata.com for updates.

Tree of Life PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–8

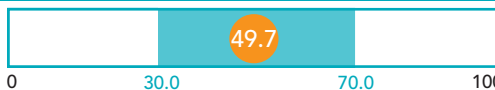


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

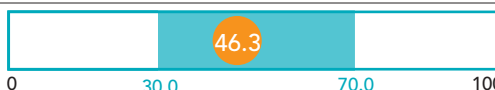
Growth on DC-CAS Reading over time



$\frac{9.9}{20.0}$

49.5%

Growth on DC-CAS Mathematics over time



$\frac{8.2}{20.0}$

41.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.7}{5.0}$

14.0%

Advanced only



$\frac{0.08}{1.25}$

6.4%

Elementary grades DC-CAS Mathematics

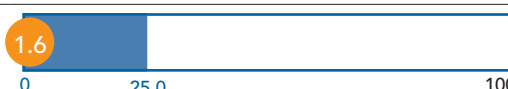
Proficient and Advanced



$\frac{0.3}{5.0}$

6.0%

Advanced only



$\frac{0.08}{1.25}$

6.4%

Middle grades DC-CAS Reading

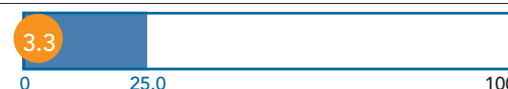
Proficient and Advanced



$\frac{1.7}{5.0}$

34.0%

Advanced only

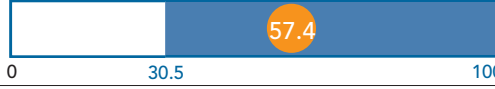


$\frac{0.17}{1.25}$

13.6%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.9}{5.0}$

38.0%

Advanced only



$\frac{0.7}{1.25}$

52.8%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{0.5}{7.5}$

6.7%

Proficient and Advanced 8th grade Mathematics



$\frac{2.7}{7.5}$

36.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{3.6}{10.0}$

36.0%

TOTAL SCORE

TIER 2

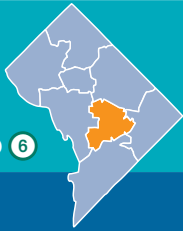
$\frac{40.5}{100.0}$

40.5%

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

Two Rivers PCS

WARD 6



1227 4th Street, NE
Washington, DC 20002

202-546-4477

www.tworiverspcs.org

School Profile (2013–14)

Board Chair:

Ann Gosier

First School Year: 2004–05

Executive Director:

Jessica Wodatch

Principal:

Maggie Bello (Elementary) and Elaine Hou (Middle)

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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
- Integrates the arts, Spanish, and physical education
- Responsive Classroom school
- Highly skilled, dedicated staff
- A supportive community of learners
- An engaged and active parent community

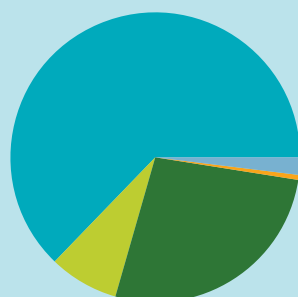
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 496



African American	62.9%	English Language Learners: 4.0%
Hispanic/Latino	7.9%	Low Income: 39.3%
White	26.8%	Special Education: 21.4%
Asian/Pacific Islander	0.6%	
Native American/Indian	0.0%	
Other	1.8%	

Transportation



Metro/Bus Service*
NoMa-Gallaudet Metro Station/90, 92, 93

**Please check www.wmata.com for updates.*

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Brigance Developmental Inventory Standardized assessment. 	99.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Reading. 	88.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association's Measure of Academic Progress. 	84.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association's Measure of Academic Progress. 	95.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.9%.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 85% of parents of pre-kindergarten-3 through second-grade students will attend their child's Showcase of Student Learning. 	95.8% of parents attended the Showcase.	Yes

TOTAL TARGETS MET

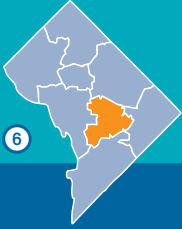
7 OF **7**



2013 School Performance Report

Two Rivers PCS

WARD 6



1227 4th Street, NE
Washington, DC 20002

202-546-4477

www.tworiverspcs.org

Tier

2013 Score:
69.9%

1

2012 Score: **73.8%**

1

2011 Score: **75.0%**

1

School Profile (2013–14)

Board Chair:

Ann Gosier

First School Year: 2004–05

Executive Director:

Jessica Wodatch

Principal:

Maggie Bello (Elementary) and Elaine Hou (Middle)

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

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
- Integrates the arts, Spanish, and physical education
- Responsive Classroom school
- Highly skilled, dedicated staff
- A supportive community of learners
- An engaged and active parent community

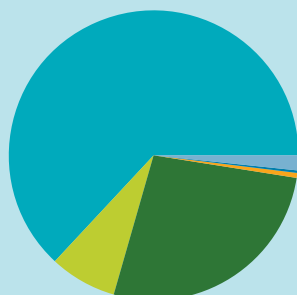
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 496



African American	63.1%	English Language Learners: 4.4%
Hispanic/Latino	7.7%	Low Income: 39.3%
White	26.8%	Special Education: 23.0%
Asian/Pacific Islander	0.6%	
Native American/Indian	0.2%	
Other	1.6%	

Transportation



Metro/Bus Service*
NoMa-Gallaudet Metro Station/90, 92, 93

*Please check www.wmata.com for updates.

Two Rivers PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–8

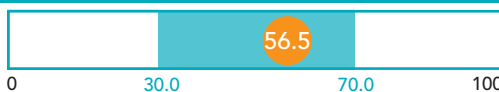


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

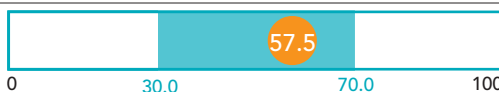
Growth on DC-CAS Reading over time



$\frac{13.3}{20.0}$

66.5%

Growth on DC-CAS Mathematics over time



$\frac{13.8}{20.0}$

69.0%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

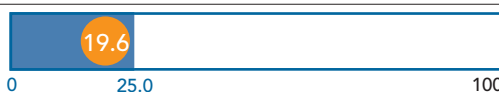
Proficient and Advanced



$\frac{2.8}{5.0}$

56.0%

Advanced only



$\frac{0.98}{1.25}$

78.4%

Elementary grades DC-CAS Mathematics

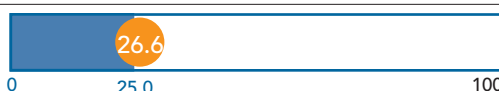
Proficient and Advanced



$\frac{3.2}{5.0}$

64.0%

Advanced only



$\frac{1.25}{1.25}$

100.0%

Middle grades DC-CAS Reading

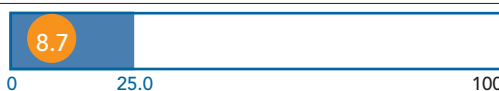
Proficient and Advanced



$\frac{2.3}{5.0}$

46.0%

Advanced only



$\frac{0.44}{1.25}$

35.2%

Middle grades DC-CAS Mathematics

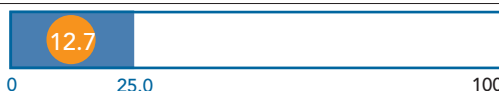
Proficient and Advanced



$\frac{2.5}{5.0}$

50.0%

Advanced only

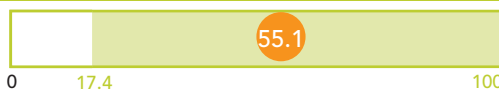


$\frac{0.64}{1.25}$

51.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{3.4}{7.5}$

45.6%

Proficient and Advanced 8th grade Mathematics



$\frac{5.7}{7.5}$

76.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{9.6}{10.0}$

96.0%

TOTAL SCORE

TIER 1

$\frac{69.9}{100.0}$

69.9%

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



WARD 4

Washington Latin PCS – Middle School

5200 2nd Street, NW
Washington, DC 20011

202-223-1111
www.latinpcs.org

Tier

2013 Score:
65.2%

1

2012 Score: **71.5%**

1

2011 Score: **79.3%**

1

School Profile (2013–14)

Board Chair:

Chinesom Ejiasa

Head of School:

Martha Cutts

Principal:

Diana Smith

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ GED ☐ ADULT ED

Part of a 5–12 network

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 92%

Student-to-Teacher Ratio: 20 to 1

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
- Students come from every ward in DC
- Emphasis on language study as its cornerstone of curriculum; options are Latin, French, Mandarin, and Arabic
- Tier 1 school for three straight years

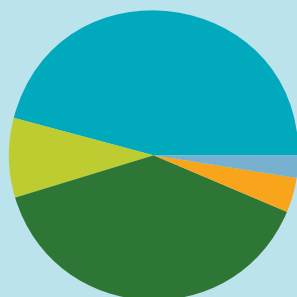
Tier Explanations

- 1 High Performing (65.0–100)**
- 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 (2012–13)

Total Enrollment: 352



African American	46.0%	English Language Learners: 1.4%
Hispanic/Latino	8.8%	Low Income: 18.5%
White	38.9%	Special Education: 6.5%
Asian/Pacific Islander	4.0%	
Native American/Indian	0.0%	
Other	2.3%	

Transportation



Metro/Bus Service*

Fort Totten Metro Station/E2; E4, 60, 62, 63, 64

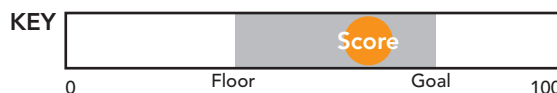
*Please check www.wmata.com for updates.

Washington Latin PCS – Middle School

2013 School Performance Report

(2012–13)

Grades measured: 5–8

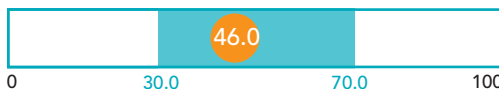


Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

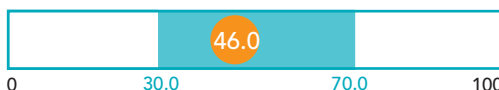
Growth on DC-CAS Reading over time



$\frac{8.0}{20.0}$

40.0%

Growth on DC-CAS Mathematics over time



$\frac{8.0}{20.0}$

40.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{7.2}{10.0}$

72.0%

Advanced only



$\frac{2.4}{2.5}$

96.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{6.8}{10.0}$

68.0%

Advanced only



$\frac{2.5}{2.5}$

100.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 8th grade Mathematics



$\frac{11.0}{15.0}$

73.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{9.3}{10.0}$

93.0%

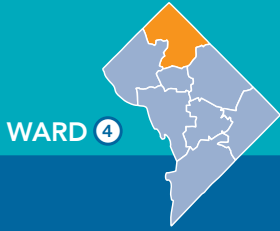
TOTAL SCORE

TIER 1

$\frac{65.2}{100.0}$

65.2%

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



Washington Latin PCS – Upper School

5200 2nd Street, NW
Washington, DC 20011

202-223-1111
www.latinpcs.org

Tier

2013 Score:
87.0%

1

2012 Score: **80.8%**

1

2011 Score: **76.1%**

1

School Profile (2013–14)

Board Chair:

Chinesom Ejiasa

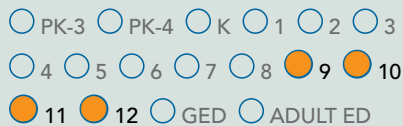
Head of School:

Martha Cutts

Principal:

Diana Smith

Grades Served:



Part of a 5–12 network

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 95%

Student-to-Teacher Ratio: 14 to 1

First School Year: 2006–07

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
- Students come from every ward in DC
- Emphasis on language study as its cornerstone of curriculum; options are Latin, French, Mandarin, and Arabic
- Tier 1 school for three straight years

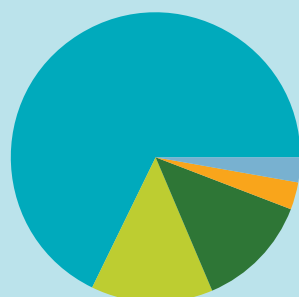
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 244



African American	67.6%	English Language Learners: 2.0%
Hispanic/Latino	13.5%	Low Income: 39.3%
White	12.7%	Special Education: 8.2%
Asian/Pacific Islander	3.3%	
Native American/Indian	0.0%	
Other	2.5%	

Transportation



Metro/Bus Service*
Fort Totten Metro
Station/E2, E4, 60, 62,
63, 64

*Please check www.wmata.com for updates.

Washington Latin PCS – Upper School

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY

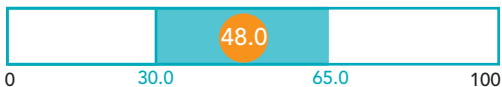


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{3.9}{7.5}$

52.0%

Growth on DC-CAS Mathematics over time



$\frac{7.5}{7.5}$

100.0%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{6.9}{10.0}$

69.0%

Advanced only



$\frac{1.8}{2.5}$

72.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{6.1}{10.0}$

61.0%

Advanced only



$\frac{1.5}{2.5}$

60.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{5.0}{5.0}$

100.0%

Gateway (30 points): Outcomes aligned to college and career readiness

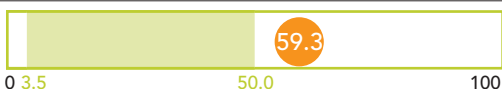
Graduation rate



$\frac{6.8}{7.5}$

90.7%

PSAT performance (11th)



$\frac{7.5}{7.5}$

100.0%

SAT performance (12th)



$\frac{7.5}{7.5}$

100.0%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

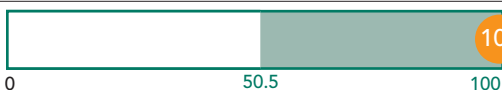
Re-enrollment in this school



$\frac{10.0}{10.0}$

100.0%

9th grade credits (on track to graduate)



$\frac{5.0}{5.0}$

100.0%

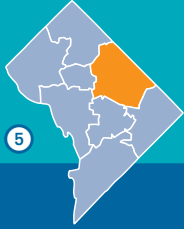
TOTAL SCORE

TIER 1

$\frac{87.0}{100.0}$

87.0%

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



Washington Mathematics Science Technology PCHS

1920 Bladensburg Road, NE
Washington, DC 20002

202-636-8011
www.wmstpchs.org

Tier

2013 Score:
65.1%

1

2012 Score: **63.0%**

2

2011 Score: **57.6%**

2

School Profile (2013–14)

Board Chair:

Jeneen Y. Ramos

Principal:

N'Deye Diagne, Ph.D.

Grades Served:

☐ PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10
☒ 11 ☒ 12 ☐ GED ☐ ADULT ED

☐ Before Care ☐ After Care

Percentage of Highly Qualified Teachers: 98%

Student-to-Teacher Ratio: 18 to 1

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 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
- Offers a summer program sponsored by Johns Hopkins University

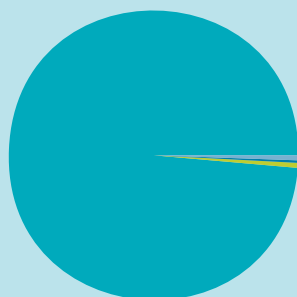
Tier Explanations

- 1 High Performing (65.0–100)**
- 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 (2012–13)

Total Enrollment: 356



African American	98.9%	English Language Learners: 0.0%
Hispanic/Latino	0.6%	Low Income: 59.0%
White	0.0%	Special Education: 11.2%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.3%	
Other	0.3%	

Transportation



Metro/Bus Service*
B2

*Please check www.wmata.com for updates.

Washington Mathematics Science Technology PCHS

2013 School Performance Report

(2012–13)

Grades measured: 9–12

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test score improvement over time

Growth on DC-CAS Reading over time



$\frac{6.5}{7.5}$

86.7%

Growth on DC-CAS Mathematics over time



$\frac{4.9}{7.5}$

65.3%

Student Achievement (30 points): Meeting or exceeding standards

High grades DC-CAS Reading

Proficient and Advanced



$\frac{3.6}{10.0}$

36.0%

Advanced only



$\frac{0.7}{2.5}$

28.0%

High grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.9}{10.0}$

29.0%

Advanced only



$\frac{0.5}{2.5}$

20.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{1.4}{5.0}$

28.0%

Gateway (30 points): Outcomes aligned to college and career readiness

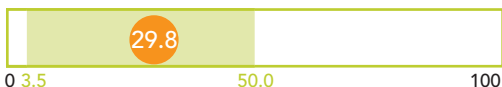
Graduation rate



$\frac{5.9}{7.5}$

78.7%

PSAT performance (11th)



$\frac{4.2}{7.5}$

56.0%

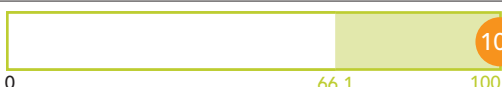
SAT performance (12th)



$\frac{6.6}{7.5}$

88.0%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

Leading Indicators (25 points): Predictors of future student progress and achievement

Attendance



$\frac{9.6}{10.0}$

96.0%

Re-enrollment in this school



$\frac{6.5}{10.0}$

65.0%

9th grade credits (on track to graduate)



$\frac{4.3}{5.0}$

86.0%

TOTAL SCORE

TIER 1

$\frac{65.1}{100.0}$

65.1%

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

Washington Yu Ying PCS

WARD 5

220 Taylor Street, NE
Washington, DC 20017

202-635-1950

www.washingtonyuying.org

School Profile (2013–14)

Board Chair:

Christina Murtaugh

Principal:

Maquita Alexander

Grades Served:

☐ PK-3
 ☒ PK-4
 ☒ K
 ☒ 1
 ☒ 2
 ☒ 3
 ☒ 4
 ☒ 5
 ☒ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☐ GED
 ☐ ADULT ED

Part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1 (PK4–K); 16 to 1 (1–5)

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

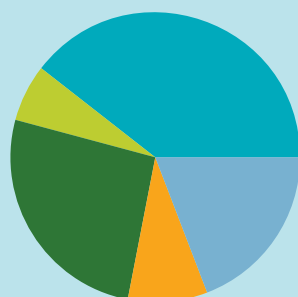
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 439



African American	39.6%	English Language Learners: 6.4%
Hispanic/Latino	6.4%	Low Income: 16.6%
White	26.2%	Special Education: 8.0%
Asian/Pacific Islander	8.9%	
Native American/Indian	0.0%	
Other	18.9%	

Transportation



Metro/Bus Service*
60; H8

*Please check www.wmata.com for updates.

Washington Yu Ying PCS

2013 School Performance Report

(2012–13)

Grades measured: PK4–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Bracken School Readiness assessment. 	97.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	84.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will achieve average growth or higher in mathematics on the Discovery Predictive assessment. 	84.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment. 	77.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of first through second-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment. 	77.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 98.4%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 99.0%.	Yes

TOTAL TARGETS MET

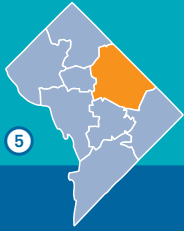
7 OF **7**



2013 School Performance Report

Washington Yu Ying PCS

WARD 5



220 Taylor Street, NE
Washington, DC 20017

202-635-1950

www.washingtonyuying.org

Tier

2013 Score:
78.3%

1

2012 Score: **76.7%**

1

2011 Score: **N/A**

School Profile (2013–14)

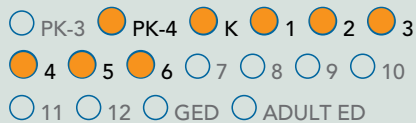
Board Chair:

Christina Murtaugh

Principal:

Maquita Alexander

Grades Served:



Part of the PK–12 DCI network

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1 (PK4–K); 16 to 1 (1–5)

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

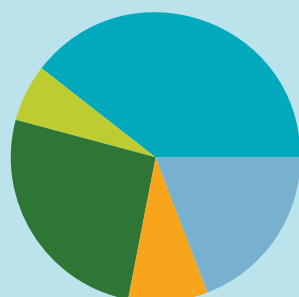
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 439



African American	39.6%	English Language Learners: 6.4%
Hispanic/Latino	6.4%	Low Income: 16.6%
White	26.2%	Special Education: 8.0%
Asian/Pacific Islander	8.9%	
Native American/Indian	0.0%	
Other	18.9%	

Transportation



Metro/Bus Service*
60; H8

*Please check www.wmata.com for updates.

Washington Yu Ying PCS

2013 School Performance Report

(2012–13)

Grades measured: 3–5

KEY

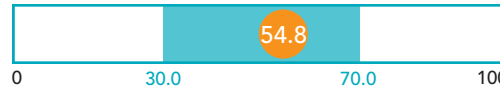


Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{12.4}{20.0}$

62.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced



$\frac{5.9}{10.0}$

59.0%

Advanced only



$\frac{1.1}{2.5}$

44.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{7.6}{10.0}$

76.0%

Advanced only



$\frac{2.5}{2.5}$

100.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading



$\frac{8.8}{15.0}$

58.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{10.0}{10.0}$

100.0%

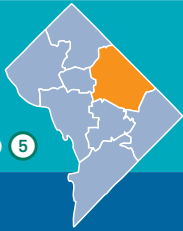
TOTAL SCORE

TIER 1

$\frac{78.3}{100.0}$

78.3%

For a more detailed explanation of the indicators, see our user 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 (2013–14)

Board Chair:

John Goldman

First School Year: 2004–05

Principal:

Barbara Smith, Ph.D.

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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

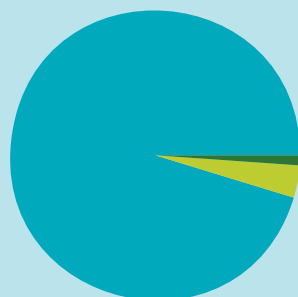
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

** For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

Student Demographics (2012–13)

Total Enrollment: 422



African American	95.3%	English Language Learners: 1.7%
Hispanic/Latino	3.8%	Low Income: 85.5%
White	0.9%	Special Education: 7.8%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Rhode Island Avenue
Metro Station

**Please check www.wmata.com for updates.*

William E. Doar, Jr. PCS for the Performing Arts

2013 School Performance Report

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance from Emerging in literacy/language to Satisfactory on the mCLASS CIRCLE: letter assessment. 	100% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Reading assessment. 	71.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will advance at least one level in mathematics on the mCLASS Math assessment. 	54.0% of students met this goal.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Reading assessment. 	68.0% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at benchmark or higher in mathematics on the mCLASS Math assessment. 	38.0% of students met this goal.	No

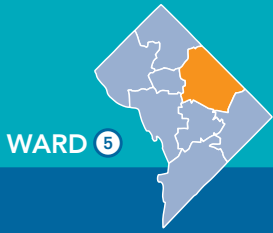
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 87.6%.	No
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.7%.	Yes

TOTAL TARGETS MET

4 OF **7**



2013 School Performance Report



WARD 5

William E. Doar, Jr. PCS for the Performing Arts

705 Edgewood Street, NE
Washington, DC 20017

202-269-4646

www.wedjschool.us

Tier

2013 Score:
36.5%

2

2012 Score: **38.4%**

2

2011 Score: **31.3%**

3

School Profile (2013–14)

Board Chair:

John Goldman

First School Year: 2004–05

Principal:

Barbara Smith, Ph.D.

Grades Served:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

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

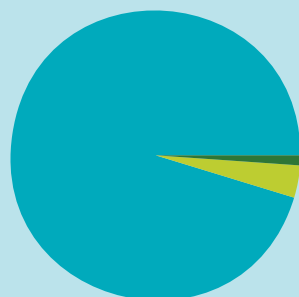
Tier Explanations

- 1 High Performing**
(65.0–100)
- 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 (2012–13)

Total Enrollment: 422



African American	95.3%	English Language Learners: 1.7%
Hispanic/Latino	3.8%	Low Income: 85.5%
White	0.9%	Special Education: 7.8%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

Transportation



Metro/Bus Service*
Rhode Island Avenue
Metro Station

*Please check www.wmata.com for updates.

William E. Doar, Jr. PCS for the Performing Arts

2013 School Performance Report

(2012–13)

Grades measured: 3–8

KEY

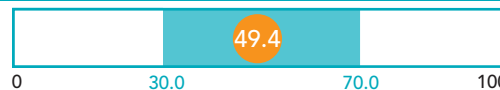


Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

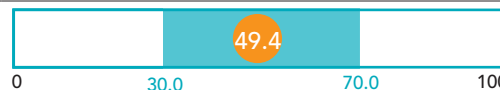
Growth on DC-CAS Reading over time



$\frac{9.7}{20.0}$

48.5%

Growth on DC-CAS Mathematics over time



$\frac{9.7}{20.0}$

48.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.4}{5.0}$

28.0%

Advanced only



$\frac{0.06}{1.25}$

4.8%

Elementary grades DC-CAS Mathematics

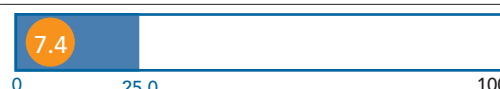
Proficient and Advanced



$\frac{1.3}{5.0}$

26.0%

Advanced only



$\frac{0.37}{1.25}$

29.6%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.3}{5.0}$

26.0%

Advanced only

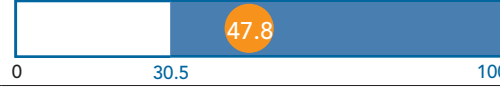


$\frac{0.30}{1.25}$

24.0%

Middle grades DC-CAS Mathematics

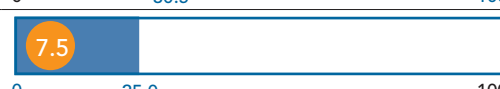
Proficient and Advanced



$\frac{1.2}{5.0}$

24.0%

Advanced only



$\frac{0.38}{1.25}$

30.4%

Gateway (15 points): Outcomes in key subjects that predict future educational success

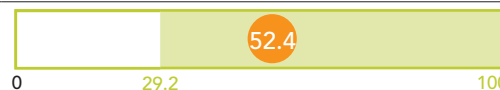
Proficient and Advanced 3rd grade
Reading



$\frac{1.7}{7.5}$

22.7%

Proficient and Advanced 8th grade
Mathematics



$\frac{2.5}{7.5}$

33.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance



$\frac{6.6}{10.0}$

66.0%

Re-enrollment in this school



$\frac{0.0}{10.0}$

0.0%

TOTAL SCORE

TIER 2

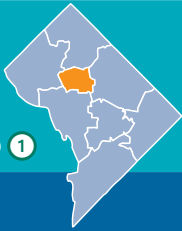
$\frac{36.5}{100.0}$

36.5%

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

YouthBuild PCS

WARD ①



3014 14th Street, NW
Washington, DC 20009

202-319-0141

www.youthbuildpcs.org

School Profile (2013–14)

Board Chair:

Mark Jordan

First School Year: 2005–06

Principal:

Andrea Hinson

Grades Served:

☐ PK-3
 ☐ PK-4
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12
 ☒ GED
 ☒ ADULT ED

☐ Before Care
 ☐ After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:

LAYC YouthBuild PCS will transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service—a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.

Unique School Characteristics

- Academic instruction/GED preparation; college dual-enrollment program
- Job-readiness training
- Construction training—NCCER/PACT certification; Americorps mentoring program
- Student transportation stipend

Accountability Plans

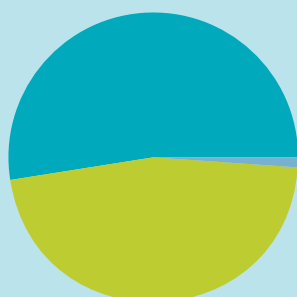
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 116



African American	52.6%	English Language Learners: 45.7%
Hispanic/Latino	46.6%	Low Income: 99.0%
White	0.0%	Special Education: 10.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.9%	

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/52, 53, 54

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: Adult Ed/GED (Age 16–24)

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 85% of students that enter the school with less than an eighth grade reading level and complete the school year will progress at least two grade levels in reading. 	88.6% of the students advanced at least two grade levels.	Yes
<ul style="list-style-type: none"> 90% of students who complete the school year will progress at least one grade level in mathematics. 	73.5% of the students demonstrated a year of growth.	No
<ul style="list-style-type: none"> 65% of English Language Learner students will progress at least 20% in their English proficiency as measured by ACCESS for ELL. 	Results unavailable.*	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 65% of the students who enter the school year with at least an eighth grade reading level as measured by the TABE and complete the school year will pass the official GED exam. 	65.4% of students passed.	Yes
<ul style="list-style-type: none"> 12% of the students who enter the school year with a reading level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED exam. 	28.1% of students passed.	Yes

Gateway Targets	Gateway Results	Met Target?
<ul style="list-style-type: none"> 95.0% of students who complete the school year will earn at least one of the following certification: NCCER; RBI; MOS; or HVAC. 	97.1% of students earned one or more certification.	Yes
<ul style="list-style-type: none"> 75.0% of students who graduate will be successfully placed either into the workforce or a postsecondary education institution within three months of completing the school year. 	80% of graduates were placed into the workforce or a postsecondary education institution within three months of graduating.	Yes

Mission-Specific Measures Targets	Mission-Specific Results	Met Target?
<ul style="list-style-type: none"> 50% of students who take the pre- and post-assessment for EQ-I will advance at least 10 points in the effective range in at least two out of the three identified low subscale areas according to the Five Areas of interest from the initial Student Summary Report. 	68.4% of students advanced 10 points.	Yes

TOTAL TARGETS MET

6 OF **8**

*Primary source data were not available at the time of review.
300

DC Public Charter School Board would like to thank the following DC and national organizations for their support of the 2013 Performance Management Framework:

Council of the District of Columbia

CTR Services, Inc.

GreatSchools

Kramer Editing Services, Inc.

KSA-Plus Communications, Inc.

Michael & Susan Dell Foundation

Office of the Deputy Mayor for Education

Office of the State Superintendent of Special Education

Socrata Inc.

Tembo Consulting

and

**The District's public charter schools and
the nearly 37,000 public charter school students and their families**

**For more information about public charter school performance
and the DC Public Charter School Board:**



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