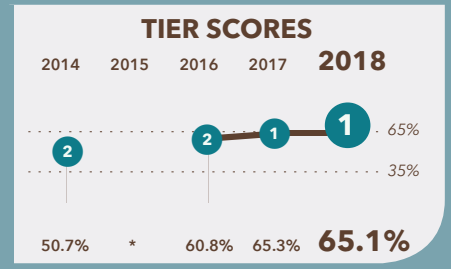


# Capital City PCS – Lower School

100 Peabody Street NW  
Washington, DC 20011

202-808-9800  
www.cpcs.org



## School Profile (2018–19)

### Board Chair

Nick Rodriguez

### Head of School

Karen Dresden

### Grades Served

● Current Grades ● Future Grades

● PK3 ● PK4 ● K ● 1

● 2 ● 3 ● 4 ○ 5

○ 6 ○ 7 ○ 8 ○ 9

○ 10 ○ 11 ○ 12 ○ Adult Ed

Is part of a PK-12 network.

### Principal

Amy Wendel

### First School Year

2000-01

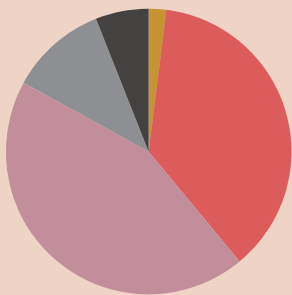
## Tier Explanations

- 1 High Performing**  
(65.0% – 100.0%)
- 2 Mid Performing**  
(35.0% – 64.9%)
- 3 Low Performing**  
(0.0% – 34.9%)

For schools serving grades PK-12, DC PCSB uses 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.  
\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2017–18)

**Total Enrollment**  
324



Asian	1.5%
Black Non-Hispanic	36.7%
Hispanic / Latino	44.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	10.8%
Multiracial	6.2%

**English Language Learner**  
41.4%

**Economically Disadvantaged**  
70.4%

**Special Education**  
10.8%

**At-Risk Population**  
33.6%

## A Note from the School

Capital City PCS is recognized as a national model for innovation and excellence. Founded in 2000, Capital City offers a rigorous, engaging program through the EL Education model to students in grades PK-12. Students participate in learning expeditions: long-term, in-depth investigations of compelling topics with authentic research, fieldwork, and service, resulting in high-quality products. A whole child approach incorporates a dynamic social curriculum, creative arts integration, and fitness/wellness programs. Capital City has an inclusive, diverse environment, including low student-teacher ratios and instruction tailored to individualized learning. A robust array of after-school activities includes competitive sports and arts programs. The entire school is located in a renovated facility with a full gym, library, garden, athletic fields, Makerspace, and theater.

# Capital City PCS - Lower School

## 2018 School Quality Report

(2017-18)

### Grades Measured: PK3-4



Points Earned  
out of  
Points Possible

Percent of  
Possible  
Points

#### Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts



11.9 out of 17.5

68.1%

Growth on the state assessment in mathematics



8.3 out of 17.5

47.5%

#### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and Career Ready and Above



4.0 out of 7.5

52.9%

College and Career Ready

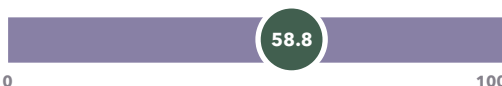


2.7 out of 5.0

53.4%

PARCC: Mathematics

Approaching College and Career Ready and Above



4.4 out of 7.5

58.8%

College and Career Ready



2.3 out of 5.0

45.8%

#### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

College and Career Ready



4.8 out of 10.0

47.7%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

#### School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.8 out of 9.0

97.9%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



2.8 out of 4.0

68.8%

Instructional Support



2.1 out of 4.0

53.3%

**TOTAL SCORE**

**TIER 1**

65.1 out of 100

**65.1%**

# Capital City PCS - Lower School

## 2018 School Quality Report

(2017–18)

### Grades Measured: PK3–4



#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

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

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



##### PK Math: Teaching Strategies GOLD

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



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

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



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

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



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

Median percentile of student growth compared to national student performance

