From State to Student
Office of the State Superintendent of Education

MAYA ANGELOU PCS

560 EAST CAPITOL ST NE WASHINGTON, DC 20019

2010 – 2011 LEA REPORT CARD

DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

From State to Student
Office of the State Superintendent of Education

INSIDE THIS REPORT:

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Involved parents. Successful kids.

The following report was produced on behalf of the DC Office of the State Superintendent of Education by GreatSchools, an independent, nonprofit organization which specializes in publishing education performance information for parents.

MESSAGE FROM THE STATE SUPERINTENDENT

As a parent myself, as well as a former math teacher, I know that making decisions about your child's education is important. Giving parents all of the information they need—whether it is test score data or schools that have been identified for improvement—is a large portion of what we do. Our goal is to help empower parents to determine the right learning environment for their child.

The report cards included here are based on the results from the DC Comprehensive Assessment System (DC CAS). DC CAS measures how well our students have mastered the knowledge and skills contained in the state's academic learning standards. The results are broken down for the district, each Local Education Agency (LEA), and each school within the LEAs. They also offer specific information to the public on each school's performance under the accountability system approved by the DC State Board of Education.

LEAs, schools and educators use the information on these report cards to evaluate their effectiveness in the classroom, plan curriculums, and build strategies to improve their outcome for the following year.

Thank you for your interest in this year's state report card. If you need help interpreting this data please visit www.osse.dc.gov.

Sincerely,

Hosanna Mahaley,

State Superintendent of Education

Washington, DC

More information about the District of Columbia's statewide accountability system is available online.

Visit **www.osse.dc.gov** to:

- Learn more about the DC CAS
- Learn more about the District of Columbia's Academic Learning Standards
- Or call the Office of the State Superintendent of Education at (202) 727-6436

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The Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB, Public law 107-100), requires the District of Columbia to annually determine whether schools, districts, and the state have made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school, local education agency (LEA), and state is measured using the DC Comprehensive Assessment System (DC CAS). The results are compared against annual performance targets to determine whether the school, LEA, or state is making AYP.

In order to meet AYP all specified student groups consisting of a minimum number of students must meet proficiency and participation goals. In addition, high schools must meet a graduation rate goal, while elementary and middle schools must meet an attendance rate goal. If any subgroup of students or the whole student body in a school does not meet the targets, or does not make sufficient progress toward the targets, the school is designated as not meeting AYP. The same requirements apply to each LEA and to the state.

THERE ARE TWO WAYS TO MAKE AYP:

1. Meet or exceed the AYP targets (testing and attendance/graduation rate) for the current year
2. Meet or exceed Safe Harbor[2] (sh) requirements for the current year

MAYA ANGELOU PCS - SECONDARY GRADES

This LEA did not meet AYP because only 10 of 19 indicators were satisfied

STUDENT GROUP	MET PROFICIENCY GOAL		MET PARTICIPATION GOAL		ATTENDANCE RATE[1]	GRADUATION RATE[1]
	READING	MATH	READING	MATH		
ALL STUDENTS	✗	✗	✓	✓		✗
RACIAL/ETHNIC ORIGIN						
Asian / Pacific Islander						
Black / Non-Hispanic	✗	✗	✓	✓		✗
Hispanic						
American Indian / Alaskan Native						
White						
ADDITIONAL SUBGROUPS						
Disabled	✗	✓ (sh)				
Limited English Proficient/Non English Proficient						
Economically Disadvantaged	✗	✗	✓	✓		✓

Footnotes
[1] Beginning with report cards for the 2010-2011 school year, OSSE will report attendance/graduation rates based on disaggregated subgroups.
[2] Safe Harbor: If a school has a 10% or better improvement in scores from the previous year, but still does not meet the state target, they are considered to have made AYP.

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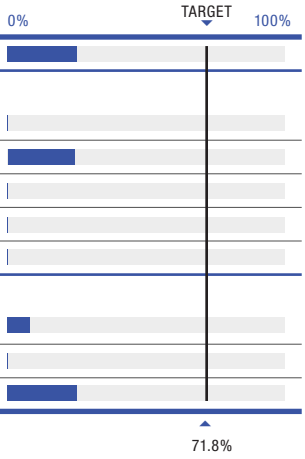
SECONDARY SCHOOL RESULTS

Only students who were enrolled in the state for the full academic year are included in the AYP results. In the District of Columbia, a Full Academic Year is defined as being enrolled on the official enrollment day in October (October 5, or the first business day after October 5) AND being enrolled on the first day of the assessment window (generally late April) AND remaining enrolled for 85 percent of instructional days between the October date and the April date.

The percentage marker on the charts show the annual performance target set for the state for elementary schools in the 2010-2011 school year.

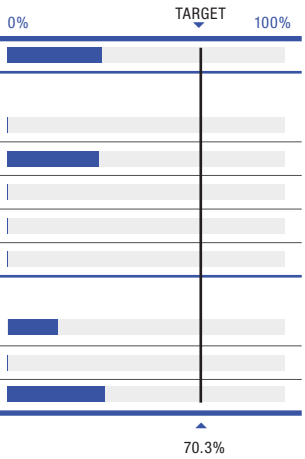
READING

STUDENT GROUP	PARTICIPATION PERCENTAGE	PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
ALL STUDENTS	98%	25%
RACIAL/ETHNIC ORIGIN		
Asian / Pacific Islander		
Black / Non-Hispanic	98%	24%
Hispanic		
American Indian / Alaskan Native		
White		
ADDITIONAL SUBGROUPS		
Disabled [1]	94%	8%
Limited English Proficient/Non English [2]		
Economically Disadvantaged	98%	25%



MATHEMATICS

STUDENT GROUP	PARTICIPATION PERCENTAGE	PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
ALL STUDENTS	98%	34%
RACIAL/ETHNIC ORIGIN		
Asian / Pacific Islander		
Black / Non-Hispanic	98%	33%
Hispanic		
American Indian / Alaskan Native		
White		
ADDITIONAL SUBGROUPS		
Disabled [1]	94%	18%
Limited English Proficient/Non English		
Economically Disadvantaged	98%	35%



Footnotes
[1] Disabled: 0 students participated in the DC CAS Alternate Assessment.
[2] Limited English/Non English Proficient: 0 students in this subgroup were exempted from the reading test due to their arrival in the US in the last 12 months.

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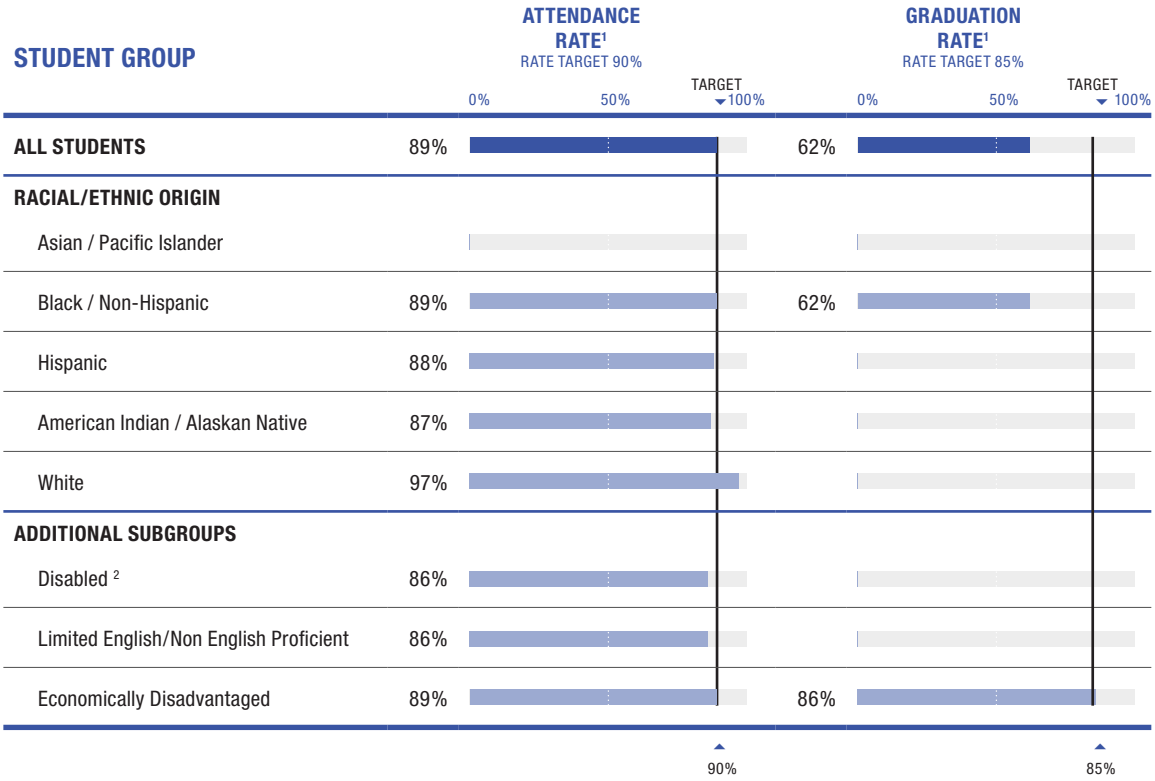
ATTENDANCE/GRADUATION RATES

In addition to test score results for Reading and Mathematics, schools must meet a third indicator to make AYP: daily average attendance rates for elementary and middle schools, and graduation rates for high schools.

The daily average attendance rate target is 90% and the graduation target is 85%. If a school or LEA does not meet the target, but demonstrates improvement of 1% from the previous year, they are considered to have made AYP for this indicator.



Footnotes
[1] Beginning with report cards for the 2010-2011 school year, OSSE will report attendance/graduation rates based on disaggregated subgroups.
[2] Graduation rate data for this subgroup is currently unavailable.

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Since 2006, the annual assessment system for the District of Columbia has been the DC Comprehensive Assessment System (DC CAS), which is given in the spring of each year. The assessments are aligned to the District of Columbia Learning Standards.

ALL GRADES READING - SECONDARY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0% 50% 100%
ALL STUDENTS	**2010-2011**	**98%**	**14%**	**60%**	**25%**	**1%**	**26%**
	2009-2010	98%	16%	56%	26%	1%	27%
GENDER							
Female	**2010-2011**	**97%**	**8%**	**66%**	**25%**	**1%**	**25%**
	2009-2010	98%	13%	62%	25%	1%	25%
Male	**2010-2011**	**99%**	**21%**	**53%**	**24%**	**1%**	**26%**
	2009-2010	97%	22%	48%	28%	2%	30%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	**2010-2011**						
	2009-2010						
Black / Non Hispanic	**2010-2011**	**98%**	**14%**	**61%**	**24%**	**1%**	**25%**
	2009-2010	98%	17%	56%	26%	1%	27%
Hispanic	**2010-2011**						
	2009-2010						
American Indian / Alaskan Native	**2010-2011**						
	2009-2010						
White	**2010-2011**						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	**2010-2011**	**94%**	**42%**	**50%**	**8%**	**0%**	**8%**
	2009-2010	94%	38%	56%	6%	0%	6%
Limited English Proficient/Non English Proficient	**2010-2011**						
	2009-2010						
Migrant	**2010-2011**						
	2009-2010						
Economically Disadvantaged	**2010-2011**	**98%**	**15%**	**60%**	**24%**	**1%**	**25%**
	2009-2010	98%	14%	58%	28%	0%	28%

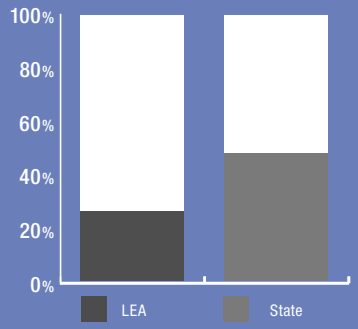
No data are displayed for groups with less than 10 students.

Footnotes

[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the LEA and state.



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ALL GRADES MATHEMATICS - SECONDARY

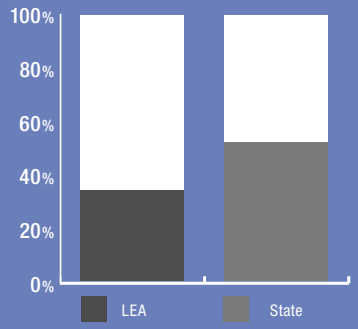
STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0% 50% 100%
ALL STUDENTS	**2010-2011**	**98%**	**18%**	**49%**	**33%**	**1%**	**34%**
	2009-2010	97%	22%	47%	30%	0%	31%
GENDER							
Female	**2010-2011**	**97%**	**14%**	**53%**	**33%**	**1%**	**34%**
	2009-2010	97%	21%	47%	31%	1%	31%
Male	**2010-2011**	**99%**	**22%**	**44%**	**33%**	**1%**	**34%**
	2009-2010	97%	23%	47%	30%	0%	30%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	**2010-2011**						
	2009-2010						
Black / Non Hispanic	**2010-2011**	**98%**	**18%**	**48%**	**33%**	**0%**	**33%**
	2009-2010	97%	22%	47%	30%	0%	31%
Hispanic	**2010-2011**						
	2009-2010						
American Indian / Alaskan Native	**2010-2011**						
	2009-2010						
White	**2010-2011**						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	**2010-2011**	**94%**	**38%**	**44%**	**18%**	**0%**	**18%**
	2009-2010	94%	46%	46%	8%	0%	8%
Limited English Proficient/Non English Proficient	**2010-2011**						
	2009-2010						
Migrant	**2010-2011**						
	2009-2010						
Economically Disadvantaged	**2010-2011**	**98%**	**16%**	**49%**	**35%**	**0%**	**35%**
	2009-2010	97%	18%	50%	32%	0%	32%

No data are displayed for groups with less than 10 students.

Footnotes
[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the LEA and state.



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ALL GRADES SCIENCE - SECONDARY

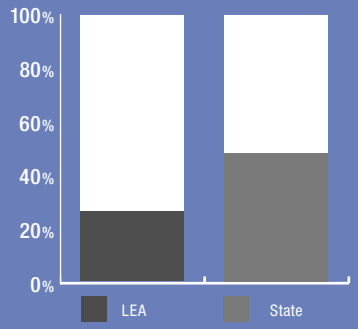
STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE	
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED		0% 50% 100%
ALL STUDENTS	**2010-2011**	**96%**	**43%**	**31%**	**26%**	**0%**	**26%**	
	2009-2010	100%	50%	35%	15%	0%	15%	
GENDER								
Female	**2010-2011**	**95%**	**44%**	**39%**	**17%**	**0%**	**17%**	
	2009-2010	100%	36%	48%	15%	0%	15%	
Male	**2010-2011**	**98%**	**41%**	**23%**	**36%**	**0%**	**36%**	
	2009-2010	100%	66%	21%	14%	0%	14%	
RACIAL/ETHNIC ORIGIN								
Asian / Pacific Islander	**2010-2011**							
	2009-2010							
Black / Non Hispanic	**2010-2011**	**96%**	**43%**	**32%**	**25%**	**0%**	**25%**	
	2009-2010	100%	50%	35%	15%	0%	15%	
Hispanic	**2010-2011**							
	2009-2010							
American Indian / Alaskan Native	**2010-2011**							
	2009-2010							
White	**2010-2011**							
	2009-2010							
ADDITIONAL SUBGROUPS								
Disabled	**2010-2011**	**94%**	**82%**	**18%**	**0%**	**0%**	**0%**	
	2009-2010	100%	92%	8%	0%	0%	0%	
Limited English Proficient/Non English Proficient	**2010-2011**							
	2009-2010							
Migrant	**2010-2011**							
	2009-2010							
Economically Disadvantaged	**2010-2011**	**96%**	**43%**	**31%**	**26%**	**0%**	**26%**	
	2009-2010	100%	49%	36%	15%	0%	15%	

No data are displayed for groups with less than 10 students.

Footnotes
[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the LEA and state.



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6TH GRADE READING

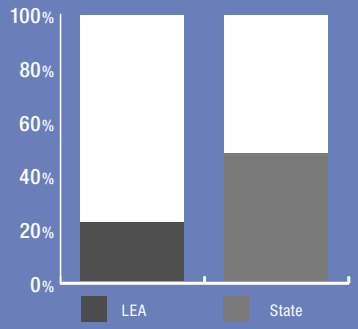
STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0% 50% 100%
ALL STUDENTS	**2010-2011**	**98%**	**10%**	**67%**	**22%**	**0%**	**22%**
	2009-2010	100%	20%	62%	18%	0%	18%
GENDER							
Female	**2010-2011**	**100%**	**6%**	**68%**	**26%**	**0%**	**26%**
	2009-2010	100%	24%	57%	19%	0%	19%
Male	**2010-2011**	**96%**	**17%**	**67%**	**17%**	**0%**	**17%**
	2009-2010	100%	17%	66%	17%	0%	17%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	**2010-2011**						
	2009-2010						
Black / Non Hispanic	**2010-2011**	**98%**	**10%**	**67%**	**22%**	**0%**	**22%**
	2009-2010	100%	20%	62%	18%	0%	18%
Hispanic	**2010-2011**						
	2009-2010						
American Indian / Alaskan Native	**2010-2011**						
	2009-2010						
White	**2010-2011**						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	**2010-2011**	**91%**	**30%**	**60%**	**10%**	**0%**	**10%**
	2009-2010						
Limited English Proficient/Non English Proficient	**2010-2011**						
	2009-2010						
Migrant	**2010-2011**						
	2009-2010						
Economically Disadvantaged	**2010-2011**	**98%**	**7%**	**70%**	**22%**	**0%**	**22%**
	2009-2010	100%	21%	62%	17%	0%	17%

No data are displayed for groups with less than 10 students.

Footnotes
[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the LEA and state.



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6TH GRADE MATHEMATICS

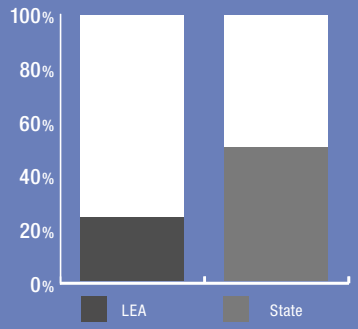
STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0% 50% 100%
ALL STUDENTS	**2010-2011**	**98%**	**12%**	**64%**	**24%**	**0%**	**24%**
	2009-2010	100%	36%	46%	18%	0%	18%
GENDER							
Female	**2010-2011**	**100%**	**12%**	**62%**	**26%**	**0%**	**26%**
	2009-2010	100%	38%	48%	14%	0%	14%
Male	**2010-2011**	**96%**	**13%**	**67%**	**21%**	**0%**	**21%**
	2009-2010	100%	34%	45%	21%	0%	21%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	**2010-2011**						
	2009-2010						
Black / Non Hispanic	**2010-2011**	**98%**	**12%**	**64%**	**24%**	**0%**	**24%**
	2009-2010	100%	36%	46%	18%	0%	18%
Hispanic	**2010-2011**						
	2009-2010						
American Indian / Alaskan Native	**2010-2011**						
	2009-2010						
White	**2010-2011**						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	**2010-2011**	**91%**	**30%**	**50%**	**20%**	**0%**	**20%**
	2009-2010						
Limited English Proficient/Non English Proficient	**2010-2011**						
	2009-2010						
Migrant	**2010-2011**						
	2009-2010						
Economically Disadvantaged	**2010-2011**	**98%**	**11%**	**63%**	**26%**	**0%**	**26%**
	2009-2010	100%	33%	50%	17%	0%	17%

No data are displayed for groups with less than 10 students.

Footnotes
[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the LEA and state.



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7TH GRADE READING

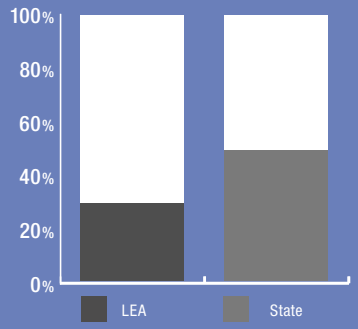
STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	
ALL STUDENTS	**2010-2011**	**100%**	**14%**	**57%**	**28%**	**1%**	**29%**
	2009-2010	100%	7%	56%	37%	0%	37%
GENDER							
Female	**2010-2011**	**100%**	**14%**	**63%**	**23%**	**0%**	**23%**
	2009-2010	100%	0%	72%	28%	0%	28%
Male	**2010-2011**	**100%**	**15%**	**50%**	**32%**	**3%**	**35%**
	2009-2010	100%	16%	35%	48%	0%	48%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	**2010-2011**						
	2009-2010						
Black / Non Hispanic	**2010-2011**	**100%**	**14%**	**57%**	**28%**	**1%**	**29%**
	2009-2010	100%	7%	57%	36%	0%	36%
Hispanic	**2010-2011**						
	2009-2010						
American Indian / Alaskan Native	**2010-2011**						
	2009-2010						
White	**2010-2011**						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	**2010-2011**	**100%**	**42%**	**50%**	**8%**	**0%**	**8%**
	2009-2010	100%	23%	69%	8%	0%	8%
Limited English Proficient/Non English Proficient	**2010-2011**						
	2009-2010						
Migrant	**2010-2011**						
	2009-2010						
Economically Disadvantaged	**2010-2011**	**100%**	**15%**	**56%**	**27%**	**2%**	**29%**
	2009-2010	100%	6%	56%	38%	0%	38%

No data are displayed for groups with less than 10 students.

Footnotes
[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the LEA and state.



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7TH GRADE MATHEMATICS

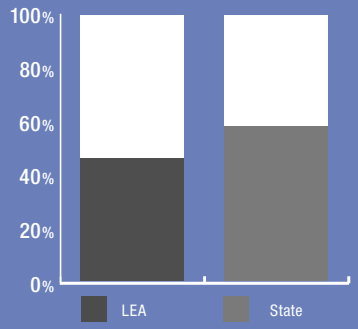
STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	
ALL STUDENTS	**2010-2011**	**100%**	**16%**	**38%**	**45%**	**1%**	**46%**
	2009-2010	99%	13%	48%	39%	0%	39%
GENDER							
Female	**2010-2011**	**100%**	**14%**	**43%**	**43%**	**0%**	**43%**
	2009-2010	97%	11%	58%	32%	0%	32%
Male	**2010-2011**	**100%**	**18%**	**32%**	**47%**	**3%**	**50%**
	2009-2010	100%	16%	35%	48%	0%	48%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	**2010-2011**						
	2009-2010						
Black / Non Hispanic	**2010-2011**	**100%**	**16%**	**38%**	**45%**	**1%**	**46%**
	2009-2010	99%	13%	49%	38%	0%	38%
Hispanic	**2010-2011**						
	2009-2010						
American Indian / Alaskan Native	**2010-2011**						
	2009-2010						
White	**2010-2011**						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	**2010-2011**	**100%**	**17%**	**33%**	**50%**	**0%**	**50%**
	2009-2010	100%	46%	54%	0%	0%	0%
Limited English Proficient/Non English Proficient	**2010-2011**						
	2009-2010						
Migrant	**2010-2011**						
	2009-2010						
Economically Disadvantaged	**2010-2011**	**100%**	**15%**	**38%**	**45%**	**2%**	**47%**
	2009-2010	98%	13%	50%	37%	0%	37%

No data are displayed for groups with less than 10 students.

Footnotes
[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the LEA and state.



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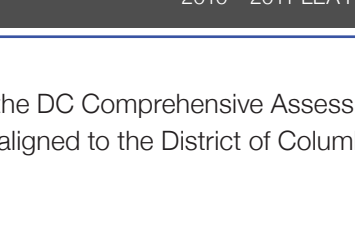
In addition, students in this grade take a science assessment. Results in this content area do not count towards AYP.

8TH GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	
ALL STUDENTS	2010-2011	98%	15%	60%	22%	2%	25%
	2009-2010	99%	19%	51%	29%	0%	29%
GENDER							
Female	2010-2011	95%	7%	68%	22%	2%	24%
	2009-2010	100%	10%	62%	28%	0%	28%
Male	2010-2011	100%	23%	53%	23%	3%	25%
	2009-2010	97%	30%	39%	30%	0%	30%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	2010-2011						
	2009-2010						
Black / Non Hispanic	2010-2011	98%	15%	61%	23%	1%	24%
	2009-2010	99%	19%	51%	29%	0%	29%
Hispanic	2010-2011						
	2009-2010						
American Indian / Alaskan Native	2010-2011						
	2009-2010						
White	2010-2011						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	2010-2011	100%	50%	44%	6%	0%	6%
	2009-2010	94%	63%	31%	6%	0%	6%
Limited English Proficient/Non English Proficient	2010-2011						
	2009-2010						
Migrant	2010-2011						
	2009-2010						
Economically Disadvantaged	2010-2011	98%	15%	59%	23%	3%	26%
	2009-2010	98%	17%	52%	31%	0%	31%



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Footnotes
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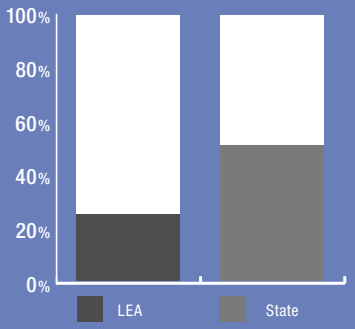

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In addition, students in this grade take a science assessment. Results in this content area do not count towards AYP.

8TH GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	
ALL STUDENTS	2010-2011	98%	11%	40%	49%	0%	49%
	2009-2010	99%	17%	42%	40%	1%	42%
GENDER							
Female	2010-2011	95%	12%	39%	49%	0%	49%
	2009-2010	100%	10%	33%	54%	3%	56%
Male	2010-2011	100%	10%	40%	50%	0%	50%
	2009-2010	97%	24%	52%	24%	0%	24%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	2010-2011						
	2009-2010						
Black / Non Hispanic	2010-2011	98%	11%	40%	49%	0%	49%
	2009-2010	99%	17%	42%	40%	1%	42%
Hispanic	2010-2011						
	2009-2010						
American Indian / Alaskan Native	2010-2011						
	2009-2010						
White	2010-2011						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	2010-2011	100%	22%	61%	17%	0%	17%
	2009-2010	94%	31%	56%	13%	0%	13%
Limited English Proficient/Non English Proficient	2010-2011						
	2009-2010						
Migrant	2010-2011						
	2009-2010						
Economically Disadvantaged	2010-2011	98%	10%	41%	49%	0%	49%
	2009-2010	98%	14%	45%	40%	2%	42%

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Footnotes
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HOW DOES THIS GRADE COMPARE?

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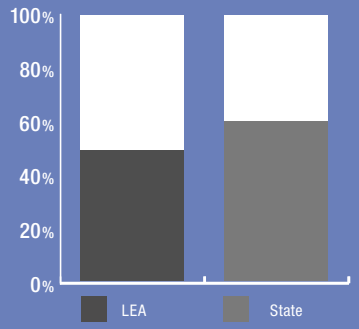

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8TH GRADE SCIENCE

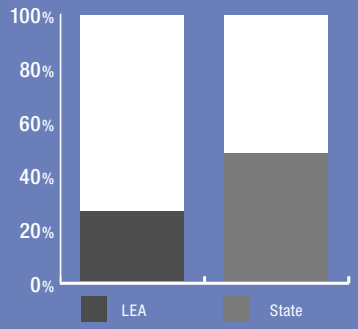
STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0% 50% 100%
ALL STUDENTS	2010-2011	96%	43%	31%	26%	0%	26%
	2009-2010	100%	50%	35%	15%	0%	15%
GENDER							
Female	2010-2011	95%	44%	39%	17%	0%	17%
	2009-2010	100%	36%	48%	15%	0%	15%
Male	2010-2011	98%	41%	23%	36%	0%	36%
	2009-2010	100%	66%	21%	14%	0%	14%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	2010-2011						
	2009-2010						
Black / Non Hispanic	2010-2011	96%	43%	32%	25%	0%	25%
	2009-2010	100%	50%	35%	15%	0%	15%
Hispanic	2010-2011						
	2009-2010						
American Indian / Alaskan Native	2010-2011						
	2009-2010						
White	2010-2011						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	2010-2011	94%	82%	18%	0%	0%	0%
	2009-2010	100%	92%	8%	0%	0%	0%
Limited English Proficient/Non English Proficient	2010-2011						
	2009-2010						
Migrant	2010-2011						
	2009-2010						
Economically Disadvantaged	2010-2011	96%	43%	31%	26%	0%	26%
	2009-2010	100%	49%	36%	15%	0%	15%

No data are displayed for groups with less than 10 students.

Footnotes
[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the LEA and state.



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In addition, students in high school take a Biology science assessment. Results in this content area do not count towards AYP, and depending on the year Biology is taken in high school, that is the grade in which the assessment is also taken.

10TH GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0% 50% 100%
ALL STUDENTS	**2010-2011**	**96%**	**16%**	**58%**	**26%**	**0%**	**26%**
	2009-2010	94%	20%	57%	19%	4%	23%
GENDER							
Female	**2010-2011**	**94%**	**6%**	**67%**	**27%**	**0%**	**27%**
	2009-2010	95%	19%	58%	21%	2%	23%
Male	**2010-2011**	**98%**	**27%**	**49%**	**24%**	**0%**	**24%**
	2009-2010	92%	22%	57%	13%	9%	22%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	**2010-2011**						
	2009-2010						
Black / Non Hispanic	**2010-2011**	**96%**	**17%**	**60%**	**23%**	**0%**	**23%**
	2009-2010	94%	20%	57%	19%	4%	23%
Hispanic	**2010-2011**						
	2009-2010						
American Indian / Alaskan Native	**2010-2011**						
	2009-2010						
White	**2010-2011**						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	**2010-2011**	**90%**	**42%**	**50%**	**8%**	**0%**	**8%**
	2009-2010	87%	38%	54%	8%	0%	8%
Limited English Proficient/Non English Proficient	**2010-2011**						
	2009-2010						
Migrant	**2010-2011**						
	2009-2010						
Economically Disadvantaged	**2010-2011**	**97%**	**19%**	**57%**	**24%**	**0%**	**24%**
	2009-2010	89%	13%	69%	19%	0%	19%

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Footnotes
[1] Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

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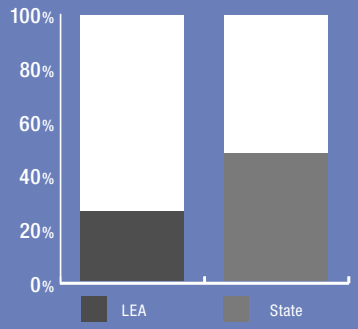

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10TH GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	
ALL STUDENTS	**2010-2011**	**96%**	**29%**	**55%**	**15%**	**1%**	**16%**
	2009-2010	94%	27%	52%	21%	0%	21%
GENDER							
Female	**2010-2011**	**94%**	**17%**	**65%**	**17%**	**2%**	**19%**
	2009-2010	95%	31%	50%	19%	0%	19%
Male	**2010-2011**	**98%**	**42%**	**44%**	**13%**	**0%**	**13%**
	2009-2010	92%	17%	57%	26%	0%	26%
RACIAL/ETHNIC ORIGIN							
Asian / Pacific Islander	**2010-2011**						
	2009-2010						
Black / Non Hispanic	**2010-2011**	**96%**	**30%**	**54%**	**16%**	**0%**	**16%**
	2009-2010	94%	27%	52%	21%	0%	21%
Hispanic	**2010-2011**						
	2009-2010						
American Indian / Alaskan Native	**2010-2011**						
	2009-2010						
White	**2010-2011**						
	2009-2010						
ADDITIONAL SUBGROUPS							
Disabled	**2010-2011**	**90%**	**62%**	**35%**	**4%**	**0%**	**4%**
	2009-2010	87%	62%	31%	8%	0%	8%
Limited English Proficient/Non English Proficient	**2010-2011**						
	2009-2010						
Migrant	**2010-2011**						
	2009-2010						
Economically Disadvantaged	**2010-2011**	**97%**	**27%**	**59%**	**14%**	**0%**	**14%**
	2009-2010	89%	16%	59%	25%	0%	25%

No data are displayed for groups with less than 10 students.

Footnotes

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HOW DOES THIS GRADE COMPARE?

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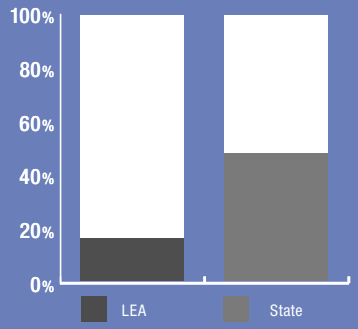

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2011 biology data were not available in time for the production of the 2010-2011 report card. The data displayed below are from 2010. OSSE will soon make 2011 biology data available at www.nclb.osse.dc.gov.

HIGH SCHOOL BIOLOGY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL[1]				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE	
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED		0% 50% 100%
ALL STUDENTS	**2010-2011**	**90%**	**48%**	**30%**	**22%**	**0%**	**22%**	
	2009-2010	100%	45%	32%	23%	0%	23%	
GENDER								
Female	**2010-2011**	**91%**	**49%**	**32%**	**19%**	**0%**	**19%**	
	2009-2010	100%	46%	36%	17%	0%	17%	
Male	**2010-2011**	**89%**	**47%**	**27%**	**27%**	**0%**	**27%**	
	2009-2010	100%	43%	25%	33%	0%	33%	
RACIAL/ETHNIC ORIGIN								
Asian / Pacific Islander	**2010-2011**							
	2009-2010							
Black / Non Hispanic	**2010-2011**	**90%**	**48%**	**30%**	**22%**	**0%**	**22%**	
	2009-2010	100%	44%	32%	23%	0%	23%	
Hispanic	**2010-2011**							
	2009-2010							
American Indian / Alaskan Native	**2010-2011**							
	2009-2010							
White	**2010-2011**							
	2009-2010							
ADDITIONAL SUBGROUPS								
Disabled	**2010-2011**							
	2009-2010	100%	61%	35%	4%	0%	4%	
Limited English Proficient/Non English Proficient	**2010-2011**							
	2009-2010							
Migrant	**2010-2011**							
	2009-2010							
Economically Disadvantaged	**2010-2011**	**92%**	**52%**	**28%**	**19%**	**0%**	**19%**	
	2009-2010	100%	39%	43%	17%	0%	17%	

No data are displayed for groups with less than 10 students.

Footnotes

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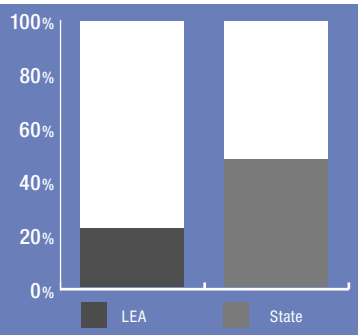

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Federal law requires all public elementary and secondary school students to be taught by teachers who are certified as being "highly qualified," otherwise known as HQT – Highly Qualified Teacher. This means that DCPS teachers in the core academic areas (defined as: English, reading/language arts, math, science, foreign languages, civics/government/economics, arts, history and geography) must hold a bachelor's degree, have full state certification and demonstrate subject-matter competency.

CORE CLASSES TAUGHT AT THE STATE LEVEL

Core Classes Taught	TOTAL NUMBER OF CLASSES			PERCENTAGE OF CLASSES TAUGHT/ NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS
Core classes taught in the District of Columbia	10,837	**Taught by a HQT** Not Taught by a HQT	**9,043** 1,794	**83%** 17%
Core classes taught at high poverty schools	1,397	**Taught by a HQT** Not Taught by a HQT	**1,190** 207	**85%** 15%
Core classes taught at low poverty schools	3,280	**Taught by a HQT** Not Taught by a HQT	**2,778** 502	**85%** 15%

CORE CLASSES TAUGHT AT THE LEA LEVEL

Core Classes Taught	TOTAL NUMBER OF CLASSES			PERCENTAGE OF CLASSES TAUGHT/ NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS
Core classes taught in Maya Angelou PCS	220	**Taught by a HQT** Not Taught by a HQT	**204** 16	**93%** 7%
Core classes taught at high poverty schools		**Taught by a HQT** Not Taught by a HQT		
Core classes taught at low poverty schools		**Taught by a HQT** Not Taught by a HQT		

CORE CLASSES TAUGHT AT THE SCHOOL LEVEL

SCHOOL NAME	TOTAL NUMBER OF CLASSES			PERCENTAGE OF CLASSES TAUGHT/ NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS
Maya Angelou Evans Campus PCS	99	**Taught by a HQT** Not Taught by a HQT	**93** 6	**94%** 6%
Maya Angelou Middle Campus PCS	68	**Taught by a HQT** Not Taught by a HQT	**58** 10	**85%** 15%
Maya Angelou Shaw Campus PCS	53	**Taught by a HQT** Not Taught by a HQT	**53** 0	**100%** 0%

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The District of Columbia identifies for school improvement any school that has not made AYP for two consecutive years. Schools are labeled: School Improvement Year 1 (SI Yr 1), School Improvement Year 2 (SI Yr 2), Corrective Action (CA), Restructuring Year 1 (RS Yr 1), and Restructuring Year 2 (RS Yr 2). An LEA must take corrective action for any school that has been in school improvement for three consecutive years.

NUMBER OF SCHOOLS IDENTIFIED: 3

PERCENTAGE OF SCHOOLS: 100%

SCHOOL NAME	SCHOOL NUMBER	STATUS
Maya Angelou Evans Campus PCS	101	RS YR2
Maya Angelou Middle Campus PCS	133	CA
Maya Angelou Shaw Campus PCS	164	RS YR2

[1] Legend: E (Elementary), S (Secondary)

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If you are looking for additional information on public schools in the District of Columbia, please consider these online resources:

- Office of the State Superintendent of Education:
  www.osse.dc.gov
- GreatSchools:
  www.greatschools.org/dc
- District of Columbia Public Schools:
  www.dcps.dc.gov
- District of Columbia Public Charter School Board:
  www.dcpubliccharter.com
- District of Columbia Public Charter School Directory:
  www.dcpubliccharter.com/data/files/DC_Public_Charter_School_Listing.pdf
- District of Columbia Comprehensive Assessment System (DC CAS) results:
  www.nclb.osse.dc.gov
- FOCUS (Friends of Choice in Urban Schools) School Quality Database:
  www.focusdc.org/data-center

In addition, paper copies of state, LEA, and school report cards are available for viewing in select locations of the D.C. Public Library. For branch locations, please visit www.dclibrary.org.

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