



*From State to Student*  
Office of the State Superintendent of Education

## WASHINGTON, DC

2010 – 2011 STATE REPORT CARD





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Office of the State Superintendent of Education

## INSIDE THIS REPORT:

### 1. National Assessment of Educational Progress (NAEP)

- Reading
- Math

### 2. Adequate Yearly Progress (AYP)

- Overall
- Elementary School Results
- Secondary School Results

### 3. DC CAS Test Score Results

### 4. Teacher Quality Information

### 5. LEAs Identified for Improvement

### 6. Schools Identified for Improvement

### 7. Additional Resources



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](http://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](http://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

# National Assessment of Educational Progress (NAEP)

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

NAEP, or the National Assessment of Educational Progress, is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas including reading, writing, science, history and mathematics. Sponsored by the U.S. Department of Education, NAEP has two major goals: to compare student achievement in states and other jurisdictions and to track changes in achievement of students in grades 4, 8 and 12 over time. The table below provides Washington, DC<sup>1</sup> NAEP<sup>2</sup> scores for reading 2011 for grade 4 only.

## 4<sup>TH</sup> GRADE READING

STUDENT GROUP		PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>3</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
		BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	Washington, DC	56%	25%	13%	6%	19%		
	National Avg.	34%	34%	25%	7%	32%		
<b>GENDER</b>								
Female	Washington, DC	50%	28%	15%	7%	22%		
	National Avg.	30%	34%	26%	9%	35%		
Male	Washington, DC	62%	22%	12%	4%	16%		
	National Avg.	37%	33%	23%	6%	29%		
<b>RACIAL/ETHNIC ORIGIN</b>								
Asian/Pacific Islander	Washington, DC							
	National Avg.	21%	30%	32%	17%	49%		
Black/Non-Hispanic	Washington, DC	63%	25%	10%	2%	12%		
	National Avg.	51%	32%	14%	2%	16%		
Hispanic	Washington, DC	52%	28%	15%	4%	19%		
	National Avg.	50%	33%	15%	2%	17%		
American Indian/Alaskan Native	Washington, DC							
	National Avg.	51%	30%	15%	4%	19%		
White	Washington, DC	8%	18%	37%	37%	74%		
	National Avg.	23%	35%	32%	10%	42%		
<b>ADDITIONAL SUBGROUPS</b>								
Limited English/Non-English Proficient	Washington, DC	78%	17%	5%	0%	5%		
	National Avg.	70%	24%	6%	1%	7%		
Students with Disabilities	Washington, DC	90%	8%	2%	0%	2%		
	National Avg.	68%	21%	9%	2%	11%		
Economically Disadvantaged	Washington, DC	66%	25%	9%	1%	10%		
	National Avg.	48%	34%	16%	2%	18%		

### Footnotes

<sup>1</sup> More information, including specific data on DCPS and public charter schools, is available at <http://www.nationsreportcard.gov>.

<sup>2</sup> Scores provided in these tables are for public school students only.

<sup>3</sup> Due to rounding, percentages may not total 100%.

<sup>4</sup> Data may be absent for some subgroups due to an insufficient number of students tested








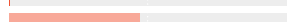














# National Assessment of Educational Progress (NAEP)

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## 8<sup>TH</sup> GRADE READING

STUDENT GROUP		PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>3</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
		BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	Washington, DC	49%	35%	14%	2%	16%		
	National Avg.	25%	43%	29%	3%	32%		
<b>GENDER</b>								
Female	Washington, DC	42%	38%	18%	2%	20%		
	National Avg.	21%	43%	32%	4%	36%		
Male	Washington, DC	56%	32%	11%	1%	12%		
	National Avg.	30%	43%	25%	2%	27%		
<b>RACIAL/ETHNIC ORIGIN</b>								
Asian/Pacific Islander	Washington, DC							
	National Avg.	18%	36%	39%	8%	47%		
Black/Non-Hispanic	Washington, DC	52%	35%	12%	1%	13%		
	National Avg.	42%	44%	14%	1%	15%		
Hispanic	Washington, DC	50%	34%	15%	1%	16%		
	National Avg.	37%	45%	17%	1%	18%		
American Indian/Alaskan Native	Washington, DC							
	National Avg.	36%	42%	20%	2%	22%		
White	Washington, DC	6%	29%	51%	15%	66%		
	National Avg.	16%	43%	37%	4%	41%		
<b>ADDITIONAL SUBGROUPS</b>								
Limited English/Non-English Proficient	Washington, DC	75%	23%	3%	0%	3%		
	National Avg.	71%	26%	3%	0%	3%		
Students with Disabilities	Washington, DC	84%	14%	2%	0%	2%		
	National Avg.	64%	29%	7%	0%	7%		
Economically Disadvantaged	Washington, DC	55%	34%	10%	1%	11%		
	National Avg.	37%	45%	17%	1%	18%		

**Footnotes**

<sup>1</sup> More information, including specific data on DCPS and public charter schools, is available at <http://www.nationsreportcard.gov>.

<sup>2</sup> Scores provided in these tables are for public school students only.

<sup>3</sup> Due to rounding, percentages may not total 100%.

<sup>4</sup> Data may be absent for some subgroups due to an insufficient number of students tested

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## 4<sup>TH</sup> GRADE MATHEMATICS

STUDENT GROUP		PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>3</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
		BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	Washington, DC	40%	38%	17%	4%	21%		
	National Avg.	18%	42%	33%	6%	39%		
<b>GENDER</b>								
Female	Washington, DC	38%	40%	18%	4%	22%		
	National Avg.	18%	43%	33%	6%	39%		
Male	Washington, DC	42%	37%	17%	4%	21%		
	National Avg.	18%	41%	34%	7%	41%		
<b>RACIAL/ETHNIC ORIGIN</b>								
Asian/Pacific Islander	Washington, DC							
	National Avg.	15%	30%	33%	22%	55%		
Black/Non-Hispanic	Washington, DC	46%	40%	12%	1%	13%		
	National Avg.	34%	49%	16%	1%	17%		
Hispanic	Washington, DC	36%	43%	19%	2%	21%		
	National Avg.	28%	48%	22%	2%	24%		
American Indian/Alaskan Native	Washington, DC							
	National Avg.	32%	44%	22%	2%	24%		
White	Washington, DC	1%	14%	51%	33%	84%		
	National Avg.	9%	39%	43%	9%	52%		
<b>ADDITIONAL SUBGROUPS</b>								
Limited English/Non-English Proficient	Washington, DC	50%	37%	12%	0%	12%		
	National Avg.	42%	45%	13%	1%	14%		
Students with Disabilities	Washington, DC	75%	20%	3%	2%	5%		
	National Avg.	45%	38%	15%	2%	17%		
Economically Disadvantaged	Washington, DC	49%	39%	11%	1%	12%		
	National Avg.	27%	48%	22%	2%	24%		

**Footnotes**

<sup>1</sup> More information, including specific data on DCPS and public charter schools, is available at <http://www.nationsreportcard.gov>.

<sup>2</sup> Scores provided in these tables are for public school students only.

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## 8<sup>TH</sup> GRADE MATHEMATICS

STUDENT GROUP		PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>3</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
		BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	Washington, DC	52%	31%	14%	3%	17%		
	National Avg.	28%	39%	26%	8%	34%		
<b>GENDER</b>								
Female	Washington, DC	50%	33%	14%	3%	17%		
	National Avg.	28%	40%	26%	7%	33%		
Male	Washington, DC	54%	29%	13%	4%	17%		
	National Avg.	28%	38%	26%	9%	35%		
<b>RACIAL/ETHNIC ORIGIN</b>								
Asian/Pacific Islander	Washington, DC							
	National Avg.	15%	30%	33%	22%	55%		
Black/Non-Hispanic	Washington, DC	56%	31%	11%	2%	13%		
	National Avg.	50%	37%	11%	1%	12%		
Hispanic	Washington, DC	50%	34%	15%	2%	17%		
	National Avg.	40%	40%	17%	3%	20%		
American Indian/Alaskan Native	Washington, DC							
	National Avg.	45%	38%	14%	4%	18%		
White	Washington, DC	3%	21%	43%	32%	75%		
	National Avg.	17%	39%	33%	10%	43%		
<b>ADDITIONAL SUBGROUPS</b>								
Limited English/Non-English Proficient	Washington, DC	75%	19%	5%	1%	6%		
	National Avg.	72%	24%	4%	1%	5%		
Students with Disabilities	Washington, DC	89%	8%	2%	0%	2%		
	National Avg.	65%	27%	7%	2%	9%		
Economically Disadvantaged	Washington, DC	59%	30%	9%	1%	10%		
	National Avg.	41%	41%	16%	2%	18%		

**Footnotes**

<sup>1</sup> More information, including specific data on DCPS and public charter schools, is available at <http://www.nationsreportcard.gov>.

<sup>2</sup> Scores provided in these tables are for public school students only.

<sup>3</sup> Due to rounding, percentages may not total 100%.

<sup>4</sup> Data may be absent for some subgroups due to an insufficient number of students tested.

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<sup>2</sup> (sh) requirements for the current year

### WASHINGTON, DC ELEMENTARY SCHOOLS

DC did not meet AYP because only 39 of 64 indicators were satisfied

STUDENT GROUP	MET PROFICIENCY GOAL		MET PARTICIPATION GOAL		ATTENDANCE RATE <sup>1</sup>	GRADUATION RATE <sup>1</sup>
	READING	MATH	READING	MATH		
<b>ALL STUDENTS</b>	x	x	✓	✓		n/a
<b>RACIAL/ETHNIC ORIGIN</b>						
Asian / Pacific Islander	x	✓	✓	✓		n/a
Black / Non-Hispanic	x	x	✓	✓		n/a
Hispanic	x	x	✓	✓		n/a
American Indian / Alaskan Native						
White	✓	✓	✓	✓		n/a
<b>ADDITIONAL SUBGROUPS</b>						
Disabled	x	x	✓	✓		n/a
Limited English Proficient/Non English Proficient	x	x	✓	✓		n/a
Economically Disadvantaged	x	x	✓	✓		n/a

**Footnotes**

<sup>1</sup> Beginning with report cards for the 2011-2012 school year, OSSE will report attendance/graduation rates based on disaggregated subgroups.

<sup>2</sup> 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.

## 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<sup>2</sup> (sh) requirements for the current year

## WASHINGTON, DC SECONDARY SCHOOLS

DC did not meet AYP because only 39 of 64 indicators were satisfied

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

### Footnotes

<sup>1</sup> Beginning with report cards for the 2011-2012 school year, OSSE will report attendance/graduation rates based on disaggregated subgroups.

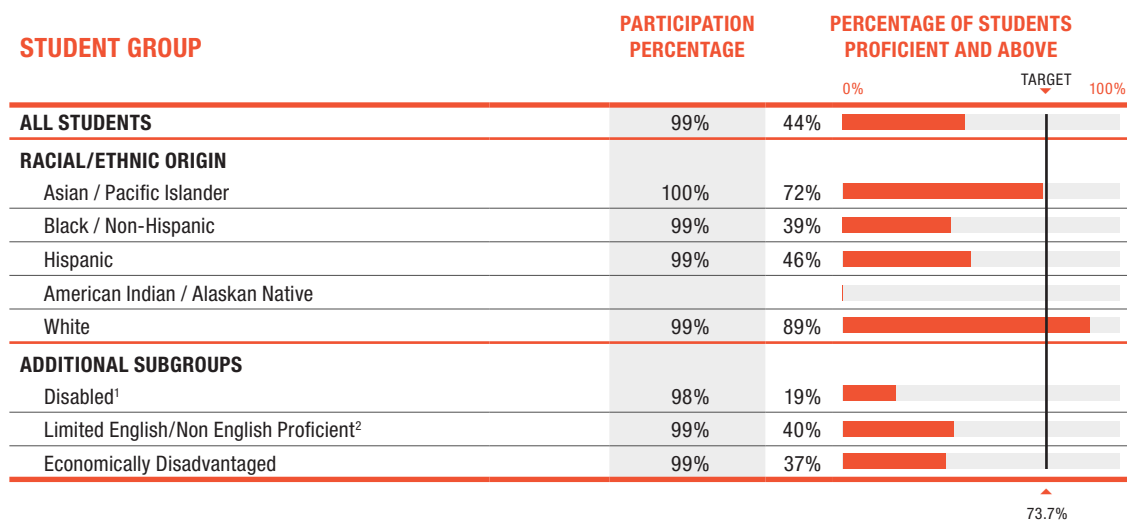
<sup>2</sup> Safe Harbor: If a school has a 10% or better improvement in scores from the previous year, but still does not meet the state target, they are considered to have made AYP.

## ELEMENTARY SCHOOL RESULTS

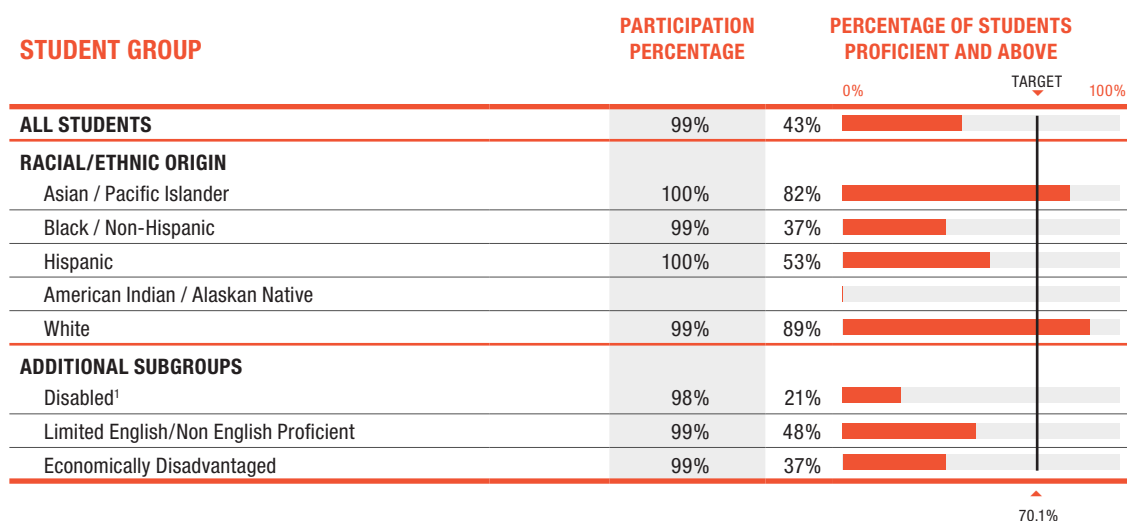
Only students who were enrolled in the state for the full academic year are included in the AYP results. In the District of Columbia, a Full Academic Year is defined as being enrolled on the official enrollment day in October (October 5, or the first business day after October 5) AND being enrolled on 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



## MATHEMATICS



**Footnotes**

<sup>1</sup> Disabled: 310 students participated in the DC CAS Alternate Assessment.

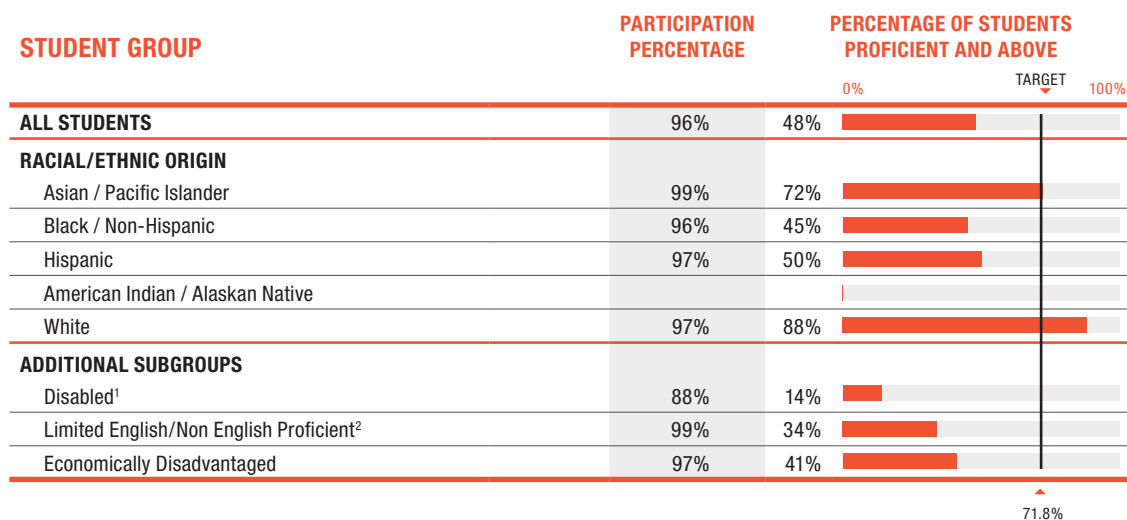
<sup>2</sup> Limited English/Non English Proficient: 126 students in this subgroup were exempted from the reading test due to their arrival in the US in the last 12 months.

## SECONDARY SCHOOL RESULTS

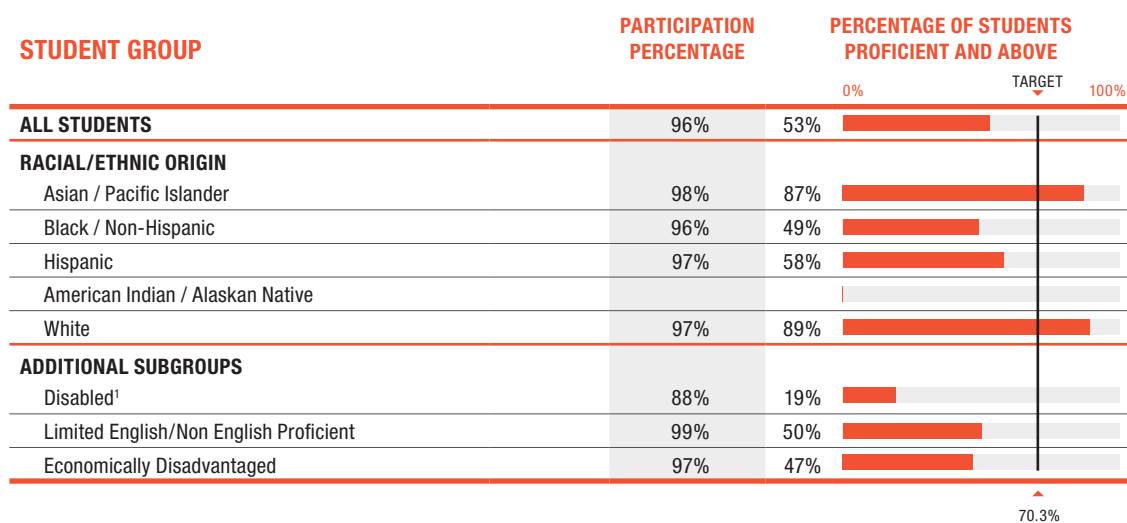
Only students who were enrolled in the state for the full academic year are included in the AYP results. In the District of Columbia, a Full Academic Year is defined as being enrolled on the official enrollment day in October (October 5, or the first business day after October 5) AND being enrolled on 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



## MATHEMATICS



**Footnotes**

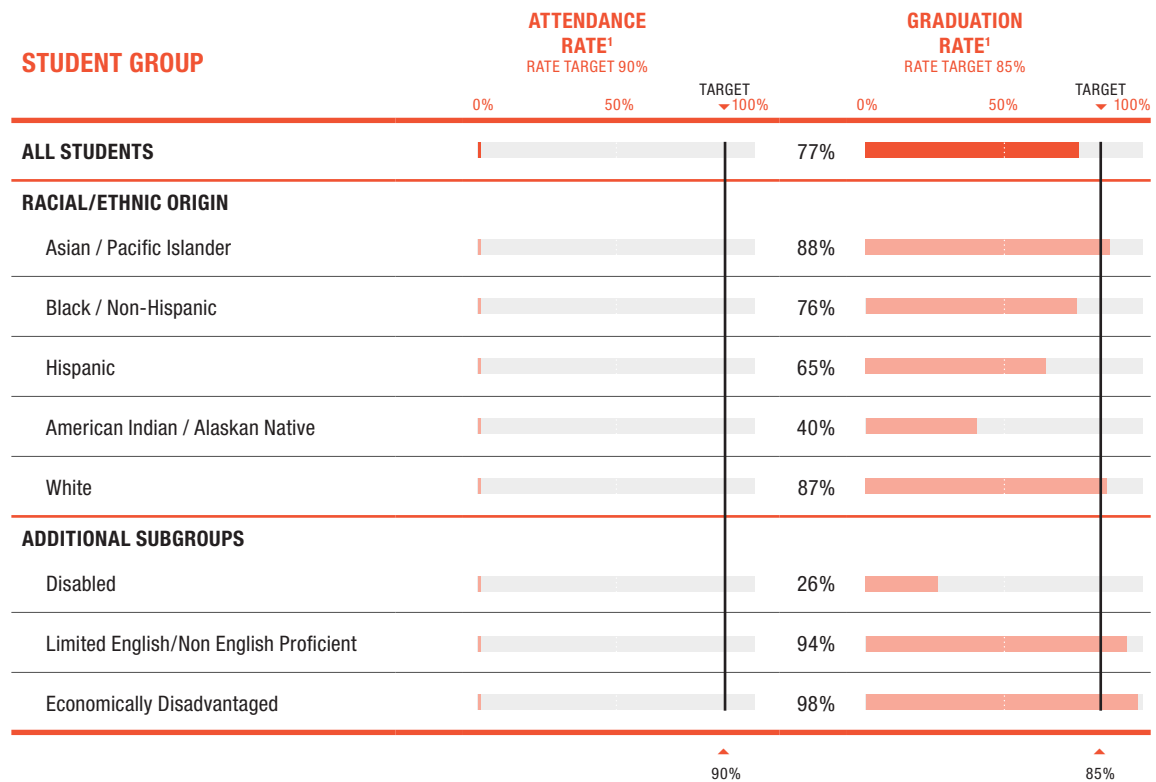
<sup>1</sup> Disabled: 115 students participated in the DC CAS Alternate Assessment.

<sup>2</sup> Limited English/Non English Proficient: 92 students in this subgroup were exempted from the reading test due to their arrival in the US in the last 12 months.

## 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**

<sup>1</sup>Beginning with report cards for the 2011-2012 school year, OSSE will report attendance rates based on disaggregated subgroups.

# DC CAS Test Score Results

WASHINGTON, DC

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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 - ELEMENTARY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE			
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%	
<b>ALL STUDENTS</b>	2010-2011	99%	18%	39%	37%	7%	44%			
	2009-2010	99%	17%	38%	37%	7%	44%			
<b>GENDER</b>										
Female	2010-2011	99%	13%	39%	40%	8%	48%			
	2009-2010	99%	13%	38%	41%	8%	49%			
Male	2010-2011	99%	22%	38%	33%	6%	39%			
	2009-2010	98%	22%	39%	34%	6%	39%			
<b>RACIAL/ETHNIC ORIGIN</b>										
Asian / Pacific Islander	2010-2011	93%	8%	19%	54%	18%	72%			
	2009-2010	94%	4%	19%	56%	21%	77%			
Black / Non Hispanic	2010-2011	99%	20%	42%	34%	5%	39%			
	2009-2010	99%	19%	41%	36%	5%	40%			
Hispanic	2010-2011	97%	16%	39%	39%	7%	46%			
	2009-2010	97%	16%	39%	38%	6%	44%			
American Indian / Alaskan Native	2010-2011	100%	33%	50%	8%	8%	17%			
	2009-2010									
White	2010-2011	98%	2%	9%	54%	35%	89%			
	2009-2010	99%	2%	9%	55%	34%	89%			
<b>ADDITIONAL SUBGROUPS</b>										
Disabled	2010-2011	98%	50%	33%	11%	7%	18%			
	2009-2010	97%	50%	34%	10%	6%	16%			
Limited English Proficient/Non English Proficient	2010-2011	93%	26%	49%	21%	4%	25%			
	2009-2010	94%	26%	50%	23%	2%	25%			
Migrant	2010-2011	93%	15%	43%	38%	3%	42%			
	2009-2010									
Economically Disadvantaged	2010-2011	99%	21%	43%	33%	4%	37%			
	2009-2010	99%	20%	42%	33%	4%	37%			

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

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2010 – 2011 STATE REPORT CARD

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 <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	96%	14%	38%	36%	12%	48%		
	2009-2010	96%	13%	40%	36%	10%	46%		
<b>GENDER</b>									
Female	2010-2011	96%	10%	36%	40%	14%	54%		
	2009-2010	97%	9%	40%	39%	12%	50%		
Male	2010-2011	95%	19%	39%	33%	9%	42%		
	2009-2010	96%	17%	40%	33%	9%	42%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	92%	4%	25%	40%	30%	70%		
	2009-2010	91%	3%	22%	46%	29%	75%		
Black / Non Hispanic	2010-2011	96%	16%	40%	36%	8%	44%		
	2009-2010	96%	14%	43%	36%	7%	43%		
Hispanic	2010-2011	94%	12%	38%	38%	12%	50%		
	2009-2010	94%	12%	42%	36%	9%	45%		
American Indian / Alaskan Native	2010-2011	92%	0%	0%	64%	36%	100%		
	2009-2010	92%	0%	0%	64%	36%	100%		
White	2010-2011	97%	2%	10%	37%	50%	87%		
	2009-2010	97%	3%	7%	36%	54%	90%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	89%	46%	40%	11%	3%	14%		
	2009-2010	89%	44%	41%	12%	3%	15%		
Limited English Proficient/Non English Proficient	2010-2011	90%	23%	52%	20%	5%	25%		
	2009-2010	90%	24%	54%	20%	2%	22%		
Migrant	2010-2011	79%	9%	36%	55%	0%	55%		
	2009-2010	79%	9%	36%	55%	0%	55%		
Economically Disadvantaged	2010-2011	97%	16%	43%	34%	7%	41%		
	2009-2010	97%	15%	45%	34%	6%	40%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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 MATHEMATICS - ELEMENTARY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE			
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%	
<b>ALL STUDENTS</b>	2010-2011	99%	19%	38%	32%	11%	43%			
	2009-2010	99%	19%	38%	33%	9%	43%			
<b>GENDER</b>										
Female	2010-2011	100%	17%	39%	34%	11%	45%			
	2009-2010	99%	17%	39%	34%	10%	44%			
Male	2010-2011	99%	21%	38%	30%	11%	41%			
	2009-2010	99%	21%	37%	33%	9%	42%			
<b>RACIAL/ETHNIC ORIGIN</b>										
Asian / Pacific Islander	2010-2011	100%	5%	15%	40%	40%	80%			
	2009-2010	100%	3%	16%	48%	32%	81%			
Black / Non Hispanic	2010-2011	99%	21%	42%	30%	7%	37%			
	2009-2010	99%	22%	40%	32%	6%	38%			
Hispanic	2010-2011	100%	14%	34%	39%	13%	52%			
	2009-2010	99%	16%	36%	38%	10%	48%			
American Indian / Alaskan Native	2010-2011	100%	8%	50%	33%	8%	42%			
	2009-2010									
White	2010-2011	99%	2%	10%	39%	49%	88%			
	2009-2010	100%	3%	10%	44%	43%	88%			
<b>ADDITIONAL SUBGROUPS</b>										
Disabled	2010-2011	98%	44%	37%	13%	6%	20%			
	2009-2010	97%	46%	35%	12%	7%	19%			
Limited English Proficient/Non English Proficient	2010-2011	99%	22%	43%	27%	7%	35%			
	2009-2010	99%	23%	46%	26%	5%	31%			
Migrant	2010-2011	100%	13%	34%	44%	9%	53%			
	2009-2010									
Economically Disadvantaged	2010-2011	99%	22%	42%	30%	7%	37%			
	2009-2010	99%	22%	41%	31%	6%	37%			

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

**Footnotes**

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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 MATHEMATICS - SECONDARY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	96%	16%	31%	40%	12%	52%		
	2009-2010	96%	18%	33%	38%	11%	49%		
<b>GENDER</b>									
Female	2010-2011	97%	14%	31%	43%	13%	56%		
	2009-2010	97%	16%	34%	40%	11%	51%		
Male	2010-2011	95%	19%	32%	37%	12%	49%		
	2009-2010	96%	21%	33%	35%	11%	46%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	98%	3%	12%	46%	39%	85%		
	2009-2010	99%	4%	12%	42%	42%	84%		
Black / Non Hispanic	2010-2011	96%	18%	33%	40%	9%	49%		
	2009-2010	96%	19%	35%	37%	8%	45%		
Hispanic	2010-2011	97%	13%	31%	44%	12%	56%		
	2009-2010	96%	16%	33%	43%	8%	51%		
American Indian / Alaskan Native	2010-2011	92%	9%	9%	55%	27%	82%		
	2009-2010								
White	2010-2011	97%	4%	8%	35%	54%	89%		
	2009-2010	98%	4%	6%	34%	55%	89%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	89%	46%	37%	14%	4%	18%		
	2009-2010	89%	49%	34%	14%	2%	16%		
Limited English Proficient/Non English Proficient	2010-2011	99%	21%	40%	31%	8%	39%		
	2009-2010	98%	25%	42%	26%	6%	32%		
Migrant	2010-2011	79%	0%	18%	64%	18%	82%		
	2009-2010								
Economically Disadvantaged	2010-2011	97%	19%	34%	39%	8%	47%		
	2009-2010	97%	20%	37%	36%	7%	43%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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 SCIENCE - ELEMENTARY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	97%	25%	41%	29%	5%	35%		
	2009-2010	99%	25%	39%	30%	6%	36%		
<b>GENDER</b>									
Female	2010-2011	98%	23%	41%	31%	5%	37%		
	2009-2010	99%	23%	41%	31%	5%	36%		
Male	2010-2011	97%	26%	40%	28%	6%	33%		
	2009-2010	100%	27%	38%	29%	6%	35%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	99%	7%	17%	53%	22%	76%		
	2009-2010	100%	6%	19%	46%	29%	75%		
Black / Non Hispanic	2010-2011	97%	28%	44%	26%	2%	28%		
	2009-2010	99%	28%	42%	28%	3%	30%		
Hispanic	2010-2011	97%	17%	39%	39%	4%	43%		
	2009-2010	100%	20%	38%	36%	6%	41%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	97%	3%	6%	45%	47%	91%		
	2009-2010	100%	1%	7%	46%	47%	93%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	94%	47%	38%	12%	4%	15%		
	2009-2010	99%	49%	37%	10%	4%	14%		
Limited English Proficient/Non English Proficient	2010-2011	97%	33%	46%	18%	3%	21%		
	2009-2010	100%	33%	44%	20%	3%	23%		
Migrant	2010-2011	100%	25%	29%	46%	0%	46%		
	2009-2010								
Economically Disadvantaged	2010-2011	98%	28%	45%	26%	1%	27%		
	2009-2010	99%	28%	43%	26%	2%	28%		

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

**Footnotes**

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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 SCIENCE - SECONDARY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	94%	29%	29%	35%	6%	41%		
	2009-2010	99%	35%	26%	32%	7%	39%		
<b>GENDER</b>									
Female	2010-2011	95%	27%	31%	37%	5%	42%		
	2009-2010	99%	33%	28%	33%	6%	39%		
Male	2010-2011	93%	31%	28%	33%	8%	41%		
	2009-2010	99%	36%	25%	31%	8%	39%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	99%	10%	19%	46%	24%	70%		
	2009-2010	98%	12%	12%	46%	30%	75%		
Black / Non Hispanic	2010-2011	94%	32%	31%	33%	4%	37%		
	2009-2010	99%	37%	28%	31%	4%	35%		
Hispanic	2010-2011	98%	29%	33%	34%	4%	38%		
	2009-2010	100%	32%	29%	33%	5%	39%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	96%	4%	6%	50%	39%	90%		
	2009-2010	100%	2%	4%	42%	52%	94%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	88%	59%	29%	9%	3%	12%		
	2009-2010	98%	67%	23%	8%	2%	11%		
Limited English Proficient/Non English Proficient	2010-2011	97%	42%	39%	16%	3%	19%		
	2009-2010	100%	52%	26%	21%	1%	22%		
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	95%	33%	34%	30%	3%	33%		
	2009-2010	99%	41%	28%	28%	3%	31%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.



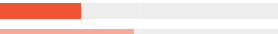
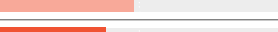



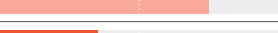
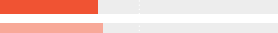

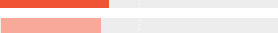






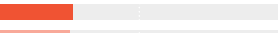




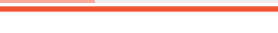
# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

## 3<sup>RD</sup> GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	100%	22%	36%	38%	4%	42%		
	2009-2010	99%	22%	36%	35%	6%	42%		
<b>GENDER</b>									
Female	2010-2011	99%	29%	43%	29%	0%	29%		
	2009-2010	99%	16%	36%	40%	8%	48%		
Male	2010-2011	99%	27%	36%	34%	4%	38%		
	2009-2010	98%	28%	36%	31%	5%	36%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	95%	12%	21%	63%	3%	67%		
	2009-2010	96%	3%	22%	59%	16%	75%		
Black / Non Hispanic	2010-2011	100%	25%	40%	33%	2%	35%		
	2009-2010	99%	25%	38%	33%	4%	37%		
Hispanic	2010-2011	97%	20%	41%	35%	4%	39%		
	2009-2010	98%	23%	41%	31%	5%	36%		
American Indian / Alaskan Native	2010-2011								
White	2010-2011	99%	2%	9%	73%	15%	88%		
	2009-2010	100%	2%	10%	58%	29%	88%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	98%	55%	26%	13%	6%	19%		
	2009-2010	96%	61%	25%	9%	4%	13%		
Limited English Proficient/Non English Proficient	2010-2011	94%	28%	46%	23%	3%	26%		
	2009-2010	96%	27%	48%	23%	2%	25%		
Migrant	2010-2011	100%	15%	38%	46%	0%	46%		
	2009-2010								
Economically Disadvantaged	2010-2011	100%	27%	40%	30%	3%	33%		
	2009-2010	99%	27%	39%	30%	3%	34%		

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

**Footnotes**

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

## 3<sup>RD</sup> GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	100%	22%	42%	24%	12%	36%		
	2009-2010	99%	23%	40%	29%	8%	38%		
<b>GENDER</b>									
Female	2010-2011	100%	29%	57%	14%	0%	14%		
	2009-2010	99%	20%	40%	31%	8%	39%		
Male	2010-2011	99%	25%	40%	23%	12%	35%		
	2009-2010	99%	25%	39%	28%	8%	36%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	100%	7%	20%	41%	32%	72%		
	2009-2010	100%	1%	24%	51%	24%	75%		
Black / Non Hispanic	2010-2011	100%	27%	46%	21%	6%	27%		
	2009-2010	99%	25%	43%	27%	5%	32%		
Hispanic	2010-2011	100%	16%	40%	30%	13%	44%		
	2009-2010	99%	21%	44%	29%	6%	35%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	100%	3%	12%	38%	47%	85%		
	2009-2010	100%	3%	12%	49%	37%	85%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	97%	47%	34%	12%	7%	19%		
	2009-2010	96%	50%	34%	11%	5%	15%		
Limited English Proficient/Non English Proficient	2010-2011	100%	21%	45%	25%	8%	33%		
	2009-2010	99%	25%	48%	23%	4%	27%		
Migrant	2010-2011	100%	8%	54%	38%	0%	38%		
	2009-2010								
Economically Disadvantaged	2010-2011	100%	26%	46%	21%	7%	27%		
	2009-2010	99%	26%	44%	25%	5%	30%		

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

**Footnotes**

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

## 4<sup>TH</sup> GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	99%	19%	37%	35%	8%	44%		
	2009-2010	100%	14%	25%	57%	3%	61%		
<b>GENDER</b>									
Female	2010-2011	99%	13%	40%	37%	10%	47%		
	2009-2010	99%	14%	37%	41%	8%	49%		
Male	2010-2011	100%	24%	35%	34%	7%	41%		
	2009-2010	98%	22%	37%	36%	5%	41%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	89%	4%	19%	48%	29%	77%		
	2009-2010	93%	5%	19%	54%	22%	76%		
Black / Non Hispanic	2010-2011	99%	12%	40%	45%	3%	49%		
	2009-2010	99%	20%	39%	37%	4%	40%		
Hispanic	2010-2011	98%	18%	37%	40%	6%	45%		
	2009-2010	97%	17%	38%	39%	6%	45%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	98%	1%	8%	44%	47%	91%		
	2009-2010	99%	2%	9%	53%	36%	89%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	100%	55%	29%	11%	5%	16%		
	2009-2010	100%	53%	35%	12%	0%	12%		
Limited English Proficient/Non English Proficient	2010-2011	92%	28%	46%	23%	3%	26%		
	2009-2010	94%	28%	45%	26%	2%	27%		
Migrant	2010-2011	92%	8%	42%	50%	0%	50%		
	2009-2010								
Economically Disadvantaged	2010-2011	99%	13%	43%	42%	3%	45%		
	2009-2010	99%	22%	42%	33%	4%	36%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

## 4<sup>TH</sup> GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE			
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%	
<b>ALL STUDENTS</b>	2010-2011	99%	11%	28%	45%	16%	61%			
	2009-2010	99%	19%	36%	35%	10%	45%			
<b>GENDER</b>										
Female	2010-2011	99%	9%	33%	46%	12%	58%			
	2009-2010	99%	18%	37%	35%	11%	45%			
Male	2010-2011	100%	22%	35%	33%	11%	44%			
	2009-2010	99%	20%	35%	35%	10%	45%			
<b>RACIAL/ETHNIC ORIGIN</b>										
Asian / Pacific Islander	2010-2011	100%	2%	13%	42%	43%	85%			
	2009-2010	100%	4%	12%	46%	39%	85%			
Black / Non Hispanic	2010-2011	99%	11%	27%	45%	17%	62%			
	2009-2010	99%	22%	39%	33%	6%	40%			
Hispanic	2010-2011	100%	14%	35%	40%	10%	50%			
	2009-2010	99%	15%	36%	38%	11%	49%			
American Indian / Alaskan Native	2010-2011									
	2009-2010									
White	2010-2011	99%	1%	7%	42%	50%	92%			
	2009-2010	100%	3%	9%	42%	46%	87%			
<b>ADDITIONAL SUBGROUPS</b>										
Disabled	2010-2011	100%	44%	38%	14%	4%	18%			
	2009-2010	97%	48%	31%	14%	7%	20%			
Limited English Proficient/Non English Proficient	2010-2011	100%	21%	44%	29%	6%	35%			
	2009-2010	99%	21%	45%	27%	7%	33%			
Migrant	2010-2011	100%	15%	23%	62%	0%	62%			
	2009-2010									
Economically Disadvantaged	2010-2011	99%	23%	40%	31%	6%	37%			
	2009-2010	99%	22%	40%	32%	6%	38%			

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

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

## 5<sup>TH</sup> GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	99%	17%	39%	37%	7%	44%		
	2009-2010	98%	13%	37%	40%	10%	50%		
<b>GENDER</b>									
Female	2010-2011	99%	8%	29%	51%	11%	62%		
	2009-2010	99%	11%	38%	44%	7%	51%		
Male	2010-2011	99%	20%	41%	33%	7%	39%		
	2009-2010	98%	19%	40%	35%	6%	41%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	95%	8%	16%	51%	25%	76%		
	2009-2010	93%	0%	14%	61%	25%	86%		
Black / Non Hispanic	2010-2011	99%	9%	35%	48%	8%	56%		
	2009-2010	99%	17%	42%	37%	4%	41%		
Hispanic	2010-2011	85%	15%	38%	41%	5%	47%		
	2009-2010	98%	11%	41%	42%	6%	48%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	98%	0%	7%	57%	36%	93%		
	2009-2010	99%	2%	7%	57%	34%	91%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	99%	50%	33%	11%	6%	16%		
	2009-2010	95%	43%	37%	16%	4%	20%		
Limited English Proficient/Non English Proficient	2010-2011	68%	27%	52%	18%	4%	22%		
	2009-2010	94%	20%	55%	23%	2%	25%		
Migrant	2010-2011	100%	24%	53%	24%	0%	24%		
	2009-2010								
Economically Disadvantaged	2010-2011	100%	13%	37%	44%	5%	50%		
	2009-2010	99%	17%	44%	35%	4%	38%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

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

## 5<sup>TH</sup> GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	100%	19%	38%	31%	12%	43%		
	2009-2010	99%	17%	39%	33%	11%	44%		
<b>GENDER</b>									
Female	2010-2011	99%	17%	39%	32%	12%	44%		
	2009-2010	99%	15%	40%	35%	11%	46%		
Male	2010-2011	99%	10%	30%	41%	18%	60%		
	2009-2010	99%	20%	38%	32%	11%	42%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	99%	3%	11%	33%	53%	86%		
	2009-2010	98%	0%	12%	52%	37%	88%		
Black / Non Hispanic	2010-2011	99%	9%	31%	45%	15%	60%		
	2009-2010	99%	20%	42%	31%	7%	38%		
Hispanic	2010-2011	100%	15%	34%	39%	13%	52%		
	2009-2010	100%	10%	37%	41%	12%	53%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	100%	3%	10%	37%	50%	87%		
	2009-2010	100%	1%	8%	41%	50%	91%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	99%	52%	31%	11%	6%	17%		
	2009-2010	97%	48%	37%	11%	4%	15%		
Limited English Proficient/Non English Proficient	2010-2011	100%	28%	41%	24%	7%	31%		
	2009-2010	100%	17%	47%	28%	8%	36%		
Migrant	2010-2011	100%	18%	29%	41%	12%	53%		
	2009-2010								
Economically Disadvantaged	2010-2011	100%	12%	34%	41%	13%	54%		
	2009-2010	99%	19%	43%	31%	7%	37%		

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

**Footnotes**

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

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

## 5<sup>TH</sup> GRADE SCIENCE

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE	0% 50% 100%		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED				
<b>ALL STUDENTS</b>	2010-2011	99%	21%	43%	29%	6%	36%			
	2009-2010	100%	20%	42%	32%	6%	38%			
<b>GENDER</b>										
Female	2010-2011	99%	19%	44%	31%	6%	37%			
	2009-2010	100%	17%	44%	33%	6%	38%			
Male	2010-2011	99%	23%	42%	28%	7%	35%			
	2009-2010	100%	22%	40%	30%	7%	37%			
<b>RACIAL/ETHNIC ORIGIN</b>										
Asian / Pacific Islander	2010-2011	99%	5%	19%	52%	24%	76%			
	2009-2010	100%	2%	18%	50%	30%	80%			
Black / Non Hispanic	2010-2011	98%	11%	38%	46%	5%	51%			
	2009-2010	100%	23%	46%	29%	3%	32%			
Hispanic	2010-2011	97%	30%	41%	24%	4%	28%			
	2009-2010	100%	15%	43%	38%	5%	42%			
American Indian / Alaskan Native	2010-2011									
	2009-2010									
White	2010-2011	100%	3%	6%	43%	48%	91%			
	2009-2010	100%	1%	6%	45%	49%	93%			
<b>ADDITIONAL SUBGROUPS</b>										
Disabled	2010-2011	99%	41%	42%	13%	4%	17%			
	2009-2010	100%	43%	43%	11%	3%	14%			
Limited English Proficient/Non English Proficient	2010-2011	95%	29%	50%	17%	4%	21%			
	2009-2010	100%	25%	50%	22%	3%	25%			
Migrant	2010-2011	100%	12%	41%	47%	0%	47%			
	2009-2010									
Economically Disadvantaged	2010-2011	99%	25%	48%	25%	2%	27%			
	2009-2010	100%	24%	47%	27%	2%	29%			

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

**Footnotes**

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

## 6<sup>TH</sup> GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	98%	15%	45%	36%	4%	40%		
	2009-2010	98%	15%	43%	36%	6%	42%		
<b>GENDER</b>									
Female	2010-2011	98%	11%	45%	40%	4%	44%		
	2009-2010	99%	12%	43%	41%	4%	45%		
Male	2010-2011	97%	20%	44%	32%	4%	36%		
	2009-2010	98%	19%	42%	34%	5%	39%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	82%	0%	22%	49%	30%	78%		
	2009-2010	90%	6%	25%	53%	16%	69%		
Black / Non Hispanic	2010-2011	99%	17%	43%	37%	3%	40%		
	2009-2010	99%	16%	45%	36%	3%	39%		
Hispanic	2010-2011	98%	13%	43%	38%	6%	44%		
	2009-2010	96%	17%	37%	43%	4%	47%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	99%	0%	26%	33%	41%	74%		
	2009-2010	96%	7%	2%	55%	36%	91%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	94%	52%	36%	4%	7%	11%		
	2009-2010	95%	51%	37%	10%	2%	12%		
Limited English Proficient/Non English Proficient	2010-2011	90%	23%	48%	24%	5%	29%		
	2009-2010	91%	36%	46%	18%	0%	18%		
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	99%	19%	46%	32%	2%	35%		
	2009-2010	99%	18%	44%	36%	3%	39%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.





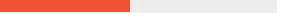



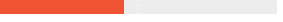


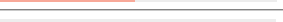












# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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## 6<sup>TH</sup> GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	100%	14%	36%	34%	17%	50%		
	2009-2010	99%	18%	41%	31%	10%	41%		
<b>GENDER</b>									
Female	2010-2011	99%	16%	43%	31%	10%	41%		
	2009-2010	99%	17%	42%	32%	9%	41%		
Male	2010-2011	99%	16%	37%	31%	15%	47%		
	2009-2010	99%	19%	39%	31%	10%	42%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	98%	2%	18%	36%	43%	80%		
	2009-2010	100%	10%	10%	40%	40%	80%		
Black / Non Hispanic	2010-2011	100%	15%	40%	33%	12%	45%		
	2009-2010	99%	19%	43%	30%	8%	38%		
Hispanic	2010-2011	100%	12%	29%	42%	17%	59%		
	2009-2010	100%	17%	34%	37%	12%	49%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	98%	3%	20%	27%	50%	77%		
	2009-2010	98%	4%	11%	36%	50%	86%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	95%	41%	44%	8%	6%	14%		
	2009-2010	98%	41%	42%	8%	8%	17%		
Limited English Proficient/Non English Proficient	2010-2011	99%	18%	39%	33%	11%	43%		
	2009-2010	100%	31%	47%	18%	5%	22%		
Migrant	2010-2011	100%	20%	20%	30%	30%	60%		
	2009-2010								
Economically Disadvantaged	2010-2011	100%	17%	40%	33%	10%	43%		
	2009-2010	99%	19%	42%	31%	8%	39%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

## 7<sup>TH</sup> GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	98%	10%	42%	35%	13%	48%		
	2009-2010	98%	11%	40%	36%	14%	50%		
<b>GENDER</b>									
Female	2010-2011	99%	6%	38%	39%	18%	56%		
	2009-2010	98%	9%	40%	40%	11%	51%		
Male	2010-2011	99%	16%	42%	32%	11%	43%		
	2009-2010	98%	16%	45%	30%	8%	38%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	94%	6%	24%	37%	33%	71%		
	2009-2010	79%	0%	15%	46%	39%	85%		
Black / Non Hispanic	2010-2011	98%	11%	43%	35%	11%	46%		
	2009-2010	99%	13%	45%	34%	8%	42%		
Hispanic	2010-2011	95%	8%	41%	37%	14%	51%		
	2009-2010	98%	12%	37%	39%	12%	52%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	100%	1%	9%	30%	60%	90%		
	2009-2010	100%	0%	5%	42%	53%	95%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	94%	32%	46%	9%	12%	22%		
	2009-2010	96%	37%	47%	12%	4%	16%		
Limited English Proficient/Non English Proficient	2010-2011	89%	19%	56%	19%	7%	26%		
	2009-2010	92%	21%	57%	19%	3%	22%		
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	99%	12%	44%	35%	9%	44%		
	2009-2010	98%	14%	44%	33%	9%	42%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

## 7<sup>TH</sup> GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	98%	13%	33%	43%	10%	53%		
	2009-2010	99%	21%	32%	41%	7%	48%		
<b>GENDER</b>									
Female	2010-2011	100%	11%	25%	48%	16%	64%		
	2009-2010	99%	16%	34%	42%	7%	50%		
Male	2010-2011	98%	14%	37%	39%	10%	49%		
	2009-2010	99%	25%	29%	39%	7%	46%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	100%	2%	13%	42%	43%	85%		
	2009-2010	98%	4%	5%	47%	44%	91%		
Black / Non Hispanic	2010-2011	98%	14%	36%	41%	8%	50%		
	2009-2010	99%	21%	34%	39%	6%	45%		
Hispanic	2010-2011	100%	12%	29%	44%	14%	59%		
	2009-2010	100%	17%	21%	51%	11%	62%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	99%	0%	6%	25%	69%	94%		
	2009-2010	100%	0%	5%	47%	47%	95%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	94%	32%	40%	18%	9%	28%		
	2009-2010	98%	44%	33%	14%	9%	22%		
Limited English Proficient/Non English Proficient	2010-2011	100%	22%	37%	35%	6%	41%		
	2009-2010	100%	30%	31%	36%	4%	39%		
Migrant	2010-2011	100%	0%	50%	40%	10%	50%		
	2009-2010								
Economically Disadvantaged	2010-2011	100%	16%	30%	44%	9%	54%		
	2009-2010	99%	21%	33%	39%	7%	46%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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

## 8<sup>TH</sup> GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	97%	13%	42%	36%	9%	45%		
	2009-2010	97%	14%	37%	36%	13%	49%		
<b>GENDER</b>									
Female	2010-2011	97%	9%	41%	38%	12%	50%		
	2009-2010	99%	8%	41%	38%	13%	51%		
Male	2010-2011	96%	17%	43%	34%	6%	40%		
	2009-2010	99%	14%	44%	34%	8%	42%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	90%	5%	16%	49%	30%	79%		
	2009-2010	95%	4%	19%	38%	40%	77%		
Black / Non Hispanic	2010-2011	99%	14%	37%	38%	11%	48%		
	2009-2010	99%	12%	43%	36%	9%	44%		
Hispanic	2010-2011	91%	10%	34%	40%	16%	56%		
	2009-2010	95%	5%	37%	41%	17%	58%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	100%	2%	13%	27%	59%	86%		
	2009-2010	100%	0%	6%	31%	63%	94%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	92%	41%	43%	11%	5%	17%		
	2009-2010	95%	46%	38%	13%	3%	16%		
Limited English Proficient/Non English Proficient	2010-2011	82%	21%	50%	26%	4%	29%		
	2009-2010	91%	9%	65%	20%	5%	25%		
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	98%	14%	44%	35%	8%	42%		
	2009-2010	99%	13%	44%	35%	8%	43%		

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

**Footnotes**

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

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

## 8<sup>TH</sup> GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	98%	12%	34%	46%	8%	54%		
	2009-2010	99%	17%	36%	41%	7%	47%		
<b>GENDER</b>									
Female	2010-2011	98%	10%	33%	48%	9%	57%		
	2009-2010	100%	16%	37%	39%	8%	47%		
Male	2010-2011	97%	13%	35%	44%	8%	52%		
	2009-2010	99%	18%	34%	42%	5%	47%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	100%	2%	8%	54%	37%	90%		
	2009-2010	100%	0%	7%	48%	45%	93%		
Black / Non Hispanic	2010-2011	99%	15%	28%	46%	10%	57%		
	2009-2010	99%	18%	37%	39%	5%	45%		
Hispanic	2010-2011	99%	10%	25%	48%	16%	64%		
	2009-2010	98%	12%	25%	47%	15%	63%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	99%	0%	0%	50%	50%	100%		
	2009-2010	100%	0%	6%	69%	25%	94%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	93%	29%	45%	22%	4%	26%		
	2009-2010	99%	35%	40%	19%	7%	25%		
Limited English Proficient/Non English Proficient	2010-2011	99%	15%	46%	36%	3%	39%		
	2009-2010	98%	25%	44%	25%	6%	31%		
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	98%	12%	34%	46%	8%	54%		
	2009-2010	99%	19%	37%	38%	6%	44%		

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

**Footnotes**

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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

## 8<sup>TH</sup> GRADE SCIENCE

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	94%	37%	32%	29%	2%	31%		
	2009-2010	99%	42%	30%	24%	3%	28%		
<b>GENDER</b>									
Female	2010-2011	95%	35%	29%	33%	2%	35%		
	2009-2010	99%	42%	31%	24%	3%	28%		
Male	2010-2011	92%	38%	35%	26%	2%	27%		
	2009-2010	98%	43%	29%	25%	4%	28%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	98%	11%	21%	45%	23%	68%		
	2009-2010	98%	13%	13%	44%	29%	73%		
Black / Non Hispanic	2010-2011	96%	36%	30%	31%	3%	34%		
	2009-2010	98%	43%	31%	23%	2%	26%		
Hispanic	2010-2011	98%	29%	32%	36%	4%	40%		
	2009-2010	100%	41%	21%	29%	9%	38%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	96%	7%	0%	73%	20%	93%		
	2009-2010	100%	0%	19%	63%	19%	81%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	95%	64%	25%	8%	3%	12%		
	2009-2010	98%	63%	23%	7%	7%	15%		
Limited English Proficient/Non English Proficient	2010-2011	97%	45%	32%	23%	0%	23%		
	2009-2010	100%	57%	27%	14%	3%	16%		
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	97%	37%	32%	28%	3%	31%		
	2009-2010	98%	45%	30%	23%	3%	26%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

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.

## 10<sup>TH</sup> GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE	PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED		0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	91%	7%	13%	54%	26%	80%			
	2009-2010	92%	13%	44%	35%	9%	43%			
<b>GENDER</b>										
Female	2010-2011	92%	13%	37%	36%	14%	50%			
	2009-2010	93%	10%	44%	37%	9%	46%			
Male	2010-2011	90%	14%	7%	50%	29%	79%			
	2009-2010	90%	17%	43%	32%	8%	40%			
<b>RACIAL/ETHNIC ORIGIN</b>										
Asian / Pacific Islander	2010-2011	98%	5%	40%	27%	28%	55%			
	2009-2010	100%	2%	29%	48%	21%	69%			
Black / Non Hispanic	2010-2011	94%	19%	39%	33%	9%	41%			
	2009-2010	92%	14%	45%	34%	7%	41%			
Hispanic	2010-2011	94%	10%	35%	40%	15%	55%			
	2009-2010	90%	13%	46%	33%	7%	40%			
American Indian / Alaskan Native	2010-2011									
	2009-2010									
White	2010-2011	92%	4%	6%	35%	54%	89%			
	2009-2010	94%	2%	6%	37%	55%	92%			
<b>ADDITIONAL SUBGROUPS</b>										
Disabled	2010-2011	78%	6%	6%	39%	48%	88%			
	2009-2010	73%	43%	44%	11%	1%	13%			
Limited English Proficient/Non English Proficient	2010-2011	97%	22%	56%	18%	3%	21%			
	2009-2010	95%	27%	60%	13%	1%	14%			
Migrant	2010-2011									
	2009-2010									
Economically Disadvantaged	2010-2011	94%	19%	41%	32%	7%	39%			
	2009-2010	94%	14%	48%	33%	5%	38%			

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

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.

## 10<sup>TH</sup> GRADE MATHEMATICS

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE	PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED		0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	91%	8%	27%	40%	25%	65%			
	2009-2010	92%	20%	38%	35%	7%	43%			
<b>GENDER</b>										
Female	2010-2011	93%	9%	30%	43%	19%	62%			
	2009-2010	93%	17%	39%	37%	7%	43%			
Male	2010-2011	98%	26%	35%	33%	6%	40%			
	2009-2010	90%	23%	36%	34%	8%	41%			
<b>RACIAL/ETHNIC ORIGIN</b>										
Asian / Pacific Islander	2010-2011	97%	7%	12%	49%	32%	81%			
	2009-2010	100%	2%	19%	52%	27%	79%			
Black / Non Hispanic	2010-2011	94%	25%	37%	35%	4%	38%			
	2009-2010	92%	21%	39%	35%	5%	39%			
Hispanic	2010-2011	93%	15%	36%	40%	9%	50%			
	2009-2010	90%	15%	40%	40%	6%	45%			
American Indian / Alaskan Native	2010-2011									
	2009-2010									
White	2010-2011	91%	3%	11%	44%	43%	86%			
	2009-2010	93%	3%	6%	34%	57%	91%			
<b>ADDITIONAL SUBGROUPS</b>										
Disabled	2010-2011	77%	9%	9%	27%	55%	82%			
	2009-2010	72%	55%	35%	10%	1%	10%			
Limited English Proficient/Non English Proficient	2010-2011	97%	27%	42%	25%	6%	31%			
	2009-2010	94%	26%	48%	23%	3%	26%			
Migrant	2010-2011									
	2009-2010									
Economically Disadvantaged	2010-2011	94%	25%	38%	33%	4%	37%			
	2009-2010	94%	21%	41%	34%	4%	38%			

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# DC CAS Test Score Results

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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.

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.

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](http://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 <sup>1</sup>				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
<b>ALL STUDENTS</b>	2010-2011	71%	32%	23%	42%	3%	45%		
	2009-2010	100%	29%	29%	41%	2%	43%		
<b>GENDER</b>									
Female	2010-2011	73%	29%	24%	45%	2%	47%		
	2009-2010	100%	27%	28%	42%	2%	45%		
Male	2010-2011	69%	35%	22%	39%	3%	42%		
	2009-2010	100%	30%	29%	39%	2%	41%		
<b>RACIAL/ETHNIC ORIGIN</b>									
Asian / Pacific Islander	2010-2011	83%	21%	23%	44%	12%	56%		
	2009-2010	100%	4%	19%	66%	11%	77%		
Black / Non Hispanic	2010-2011	70%	34%	23%	41%	2%	43%		
	2009-2010	100%	30%	30%	39%	1%	40%		
Hispanic	2010-2011	79%	30%	24%	44%	2%	46%		
	2009-2010	100%	26%	26%	46%	2%	48%		
American Indian / Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011	90%	8%	8%	63%	21%	84%		
	2009-2010	100%	2%	2%	62%	34%	96%		
<b>ADDITIONAL SUBGROUPS</b>									
Disabled	2010-2011	58%	58%	25%	16%	0%	17%		
	2009-2010	99%	56%	29%	14%	1%	15%		
Limited English Proficient/Non English Proficient	2010-2011	73%	44%	27%	27%	1%	29%		
	2009-2010	100%	37%	35%	28%	0%	28%		
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	70%	35%	24%	40%	1%	41%		
	2009-2010	100%	31%	30%	38%	0%	38%		

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

### Footnotes

<sup>1</sup> Due to rounding, percentages may not total 100%.

# Teacher Quality Information

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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 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	TOTAL NUMBER OF CLASSES			PERCENTAGE OF CLASSES TAUGHT/NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS			
		Taught by a HQT	Not Taught by a HQT		0%	50%	100%
Core classes taught in the District of Columbia	10,837	9,043	1,794	83%			
Core classes taught at high poverty schools	1,397	1,190	207	85%			
Core classes taught at low poverty schools	3,280	2,778	502	85%			

## TEACHER LICENSURE AND CERTIFICATIONS HELD<sup>9</sup>

WASHINGTON, DC	NUMBER OF TEACHERS	PERCENTAGE OF TEACHERS	
			0% 50% 100%
Teachers required to hold a DC license	3,461	60%	
Teachers who possess a valid DC teaching license	3,108	90%	
Teachers who do not possess a valid DC teaching license <sup>10</sup>	353	10%	

**Footnotes**

<sup>9</sup> These figures only include DCPS teachers as DCPS is the only district mandated by state law to have licensed teachers. Public Charter LEA teachers are not required to be state licensed.

<sup>10</sup> OSSE defines the data provided for teachers who do not possess a valid teaching license as including teachers holding emergency certification, those with expired licenses, and those with no license at all.

# LEAs Identified for Improvement

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

The District of Columbia identifies for improvement any Local Education Agency (LEA) that for two consecutive years fails to make AYP as defined in the state's plan. LEAs are labeled: School Improvement Year 1 (SI YR 1), School Improvement Year 2 (SI YR 2), or Corrective Action (CA).

**NUMBER OF LEAS IDENTIFIED: 36**

**PERCENTAGE OF TOTAL LEAS: 60%**

LEA NAME	LEA NUMBER	STATUS	LEA NAME	LEA NUMBER	STATUS
Arts & Technology Academy PCS	104	SI YR2	Tree of Life PCS	147	CA
Booker T. Washington PCS	106	CA	Two Rivers PCS	149	SI YR1
Capital City PCS	108	SI YR2	Washington Latin PCS	151	SI YR1
Center City PCS	156	SI YR2	Washington Math, Science, and Technology PCS	152	SI YR1
Cesar Chavez PCS	109	CA			
Community Academy PCS	113	CA			
D.C. Bilingual PCS	114	CA			
DC Preparatory PCS	115	CA			
District of Columbia Public Schools (DCPS)	1	CA			
E.L. Haynes PCS	116	CA			
Elsie Whitlow Stokes Community Freedom	144	CA			
Friendship PCS	120	CA			
Hope Community PCS	121	CA			
Hospitality PCS	122	CA			
Howard Road Academy PCS	123	SI YR1			
IDEA - Integrated Design and Electronic Academy	126	CA			
Imagine Southeast PCS	159	SI YR1			
KIPP DC	129	CA			
Latin American Montessori Bilingual (LAMB)	130	SI YR1			
Mary McLeod Bethune PCS	132	SI YR2			
Maya Angelou PCS	133	CA			
Meridian PCS	135	CA			
Nia Community PCS	136	CA			
Options PCS	137	CA			
Paul PCS	138	CA			
Perry Street Prep (formerly Hyde Leadership PCS)	125	CA			
Potomac Lighthouse PCS	139	SI YR2			
Roots PCS	140	SI YR2			
School for Arts in Learning PCS	141	SI YR2			
SEED PCS	142	SI YR2			
Thea Bowman Prep	157	SI YR2			
Thurgood Marshall Academy PCS	146	SI YR1			

# Schools Identified for Improvement

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

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: 168**

**PERCENTAGE OF SCHOOLS: 71%**

SCHOOL NAME	SCHOOL NUMBER	STATUS	SCHOOL NAME	SCHOOL NUMBER	STATUS
Aiton ES	202	RS YR1	Cesar Chavez PCS Bruce Campus	127	CA
Amidon Bowen ES	203	RS YR2	Cesar Chavez PCS Parkside Campus	102	RS YR2
Anacostia HS	450	RS YR2	Cleveland ES	224	SI YR1
Arts and Technology PCS	181	SI YR2	Columbia Heights EC	442	SI YR1
Ballou HS	452	RS YR2	Community Academy PCS Amos III Amstrong	1109	SI YR2
Ballou STAY	462	SI YR1	Community Academy PCS Online	108	CA
Bancroft ES	204	RS YR2	Community Academy PCS Amos I	105	RS YR1
Barnard ES	205	SI YR1	Community Academy PCS Rand Tech	107	RS YR2
Beers ES	206	RS YR2	Cooke H D ES at K C Lewis	227	RS YR2
Beers ES	206	RS YR2	Coolidge HS	455	RS YR2
Beers ES	206	RS YR2	D.C. Bilingual PCS	199	CA
Booker T Washington PCS	151	RS YR2	DC Preparatory Edgewood Middle Campus PCS	196	RS YR1
Brightwood ES	213	RS YR2	Davis ES	229	RS YR2
Brightwood ES	213	RS YR2	Deal MS	405	CA
Brightwood ES	213	RS YR2	Drew ES	231	RS YR1
Brookland at Bunker Hill ES	346	CA	Dunbar HS	467	RS YR2
Browne EC	404	RS YR2	E.L. Haynes PCS	146	RS YR1
Bruce Monroe ES	296	RS YR1	Eastern HS	457	RS YR2
Burroughs EC	220	RS YR1	Eaton ES	232	SI YR1
Burrville ES	221	RS YR1	Eliot Hine MS	407	RS YR2
C W Harris ES	247	RS YR1	Ellington School of the Arts	471	SI YR2
Capital City Lower PCS	184	RS YR1	Elsie Whitlow Stokes Communtiy Freedom PCS	159	RS YR1
Capital City Upper PCS	1101	SI YR2	Emery ES	235	RS YR2
Cardozo HS	454	RS YR2	Ferebee Hope ES	343	RS YR2
Center City Brightwood Campus PCS	1103	SI YR2	Francis Stevens EC	409	RS YR2
Center City Capitol Hill Campus PCS	1104	SI YR2	Friendship PCS Blow Pierce	157	RS YR2
Center City Congress Heights Campus PCS	1105	SI YR2	Friendship PCS Chamberlain	155	RS YR2
Center City Petworth Campus PCS	1106	SI YR2	Friendship PCS SouthEast Academy	113	RS YR1
Center City Shaw Campus PCS	1107	SI YR2	Friendship PCS Tech Prep	1124	SI YR1
Center City Trinidad Campus PCS	1108	SI YR2	Friendship PCS Woodridge Campus	156	SI YR1
Cesar Chavez Capitol Hill PCS	153	RS YR1	Friendship PCS Woodson Collegiate Campus	186	RS YR2
Columbia Heights EC	442	SI YR1	Garfield ES	238	RS YR2

# Schools Identified for Improvement (Continued)

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

SCHOOL NAME	SCHOOL NUMBER	STATUS
Garrison ES	239	RS YR2
Hamilton Center	567	RS YR2
Hardy MS	246	SI YR2
Hart MS	413	RS YR2
Hearst ES	258	SI YR1
Hope Community PCS Lamond Campus	131	SI YR2
Hope Community PCS Tolson Campus	114	RS YR1
Hospitality PCS	160	RS YR2
Houston ES	251	SI YR1
Howard Road Academy PCS Main Campus	188	CA
Hyde Leadership Academy PCS	161	RS YR2
Ideal Academy PCS North Capitol Street Campus ES	134	SI YR2
Ideal Academy PCS Peabody Street Campus HS	162	RS YR2
Imagine Southeast PC	1116	SI YR2
Integrated Design Electronics Academy IDEA PCS	163	RS YR2
Janney ES	254	SI YR1
Jefferson MS	415	RS YR2
Johnson John Hayden MS	416	RS YR2
Kelly Miller MS	421	RS YR2
Kenilworth ES	256	RS YR2
Ketcham ES	257	RS YR1
Kimball ES	259	RS YR2
King M L ES	344	CA
KIPP DC AIM PCS Academy PCS	116	RS YR1
KIPP DC KEY Academy PCS	189	SI YR2
KIPP DC WILL Academy PCS	121	SI YR2
Kramer MS	417	RS YR2
Lafayette ES	261	SI YR1
Langdon EC	262	SI YR1
LaSalle Backus EC	264	RS YR2
Latin America Youth Bilingual Montessori	193	SI YR1
Leckie ES	266	SI YR1

SCHOOL NAME	SCHOOL NUMBER	STATUS
Ludlow Taylor ES	271	RS YR1
Luke C Moore HS	884	RS YR1
M C Terrell ES	353	RS YR2
MacFarland MS Lincoln Hill Cluster	420	RS YR2
Malcolm X ES	308	RS YR2
Marie Reed ES	284	RS YR2
Marshall EC	351	RS YR1
Mary McLeod Bethune Day Academy PCS Slowe	135	SI YR2
Maury ES	274	CA
Maya Angelou Evans Campus PCS	101	RS YR2
Maya Angelou Middle Campus PCS	133	CA
Maya Angelou Shaw Campus PCS	164	RS YR2
Meridian PCS	165	RS YR2
Miner ES	280	RS YR2
Moten ES at Wilkinson	285	RS YR2
Murch ES	287	SI YR1
Nalle ES	288	RS YR2
Nia Community PCS	124	CA
Noyes ES	290	SI YR1
Options PCS	169	RS YR2
Orr ES	291	RS YR1
Oyster ES Adams ES	292	SI YR2
Patterson ES	294	CA
Paul PCS	170	RS YR2
Payne ES	295	SI YR1
Plummer ES	299	RS YR2
Potomac Lighthouse PCS	117	SI YR1
Powell ES Lincoln Hill Cluster	300	RS YR2
Prospect LC	486	RS YR2
Randle Highlands ES	316	RS YR1
Raymond ES	302	RS YR2
River Terrace ES	304	RS YR2

# Schools Identified for Improvement (Continued)

WASHINGTON, DC

2010 – 2011 STATE REPORT CARD

SCHOOL NAME	SCHOOL NUMBER	STATUS	SCHOOL NAME	SCHOOL NUMBER	STATUS
Ron Brown MS	425	RS YR2	Washington Math Science Tech PCS	178	SI YR1
Roosevelt HS	459	RS YR2	Watkins ES Capitol Hill Cluster	333	SI YR1
Roots PCS Kennedy Street Campus	173	SI YR2	West EC	336	RS YR1
Savoy ES	307	RS YR2	Wheatley EC	335	RS YR2
School for Arts in Learning PCS SAIL	179	RS YR2	Whittier EC	338	CA
Seaton ES	309	RS YR1	William E Doar Jr WEDJ Edgewood Elementary PCS	103	CA
Shaed Elementary School	311	RS YR2	Wilson J O ES	339	SI YR1
Shaw MS at Garnet Patterson	432	RS YR2	Wilson Woodrow HS	463	RS YR2
Shepherd ES	313	SI YR1	Winston EC	355	RS YR2
Simon ES	315	RS YR2	Woodson H D HS	464	RS YR2
Smothers ES	322	RS YR2			
Sousa MS	427	RS YR2			
Spingarn HS	460	RS YR2			
Stanton ES	319	RS YR2			
Stuart Hobson MS	428	RS YR2			
Takoma EC	324	RS YR1			
The Washington Metropolitan High School	474	SI YR1			
The William E. Doar, Jr. Public Charter School for the	1033	SI YR2			
Thea Bowman Preparatory Academy PCS	1111	SI YR2			
Thomas ES	325	RS YR2			
Thomson ES	326	CA			
Thurgood Marshall Academy PCS	191	SI YR1			
Transition Academy at Shadd	953	SI YR1			
Tree of Life Community PCS	183	RS YR1			
Truesdell EC	327	RS YR2			
Tubman ES	328	RS YR2			
Turner ES at Green	329	SI YR1			
Two Rivers PCS ES	198	RS YR1			
Tyler ES	330	SI YR1			
Walker Jones EC	332	RS YR2			
Washington Latin PCS Middle School	125	SI YR1			
Washington Latin PCS High School	1118	SI YR1			

**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](http://www.osse.dc.gov)
- GreatSchools:  
[www.greatschools.org/dc](http://www.greatschools.org/dc)
- District of Columbia Public Schools:  
[www.dcps.dc.gov](http://www.dcps.dc.gov)
- District of Columbia Public Charter School Board:  
[www.dcpubliccharter.com](http://www.dcpubliccharter.com)
- District of Columbia Public Charter School Directory:  
[www.dcpubliccharter.com/data/files/DC\\_Public\\_Charter\\_School\\_Listing.pdf](http://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](http://www.nclb.osse.dc.gov)
- FOCUS (Friends of Choice in Urban Schools) School Quality Database:  
[www.focusdc.org/data-center](http://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](http://www.dclibrary.org).