



Public Education Supply and Demand for the District of Columbia

Elementary School Fact Sheet, SY2014-15

Date of Release: 2/18/16

This fact sheet describes the District’s public elementary schools and the students attending them during SY2014-15. In order to uniformly capture this information, this fact sheet includes information about schools that offers at least one grade in the PK3—5th grade span even if the school offers grades higher than 5th grade or does not offer all of the elementary grades. For instance, some schools offer PK3—2nd, PK3—8th, or 5th—8th.

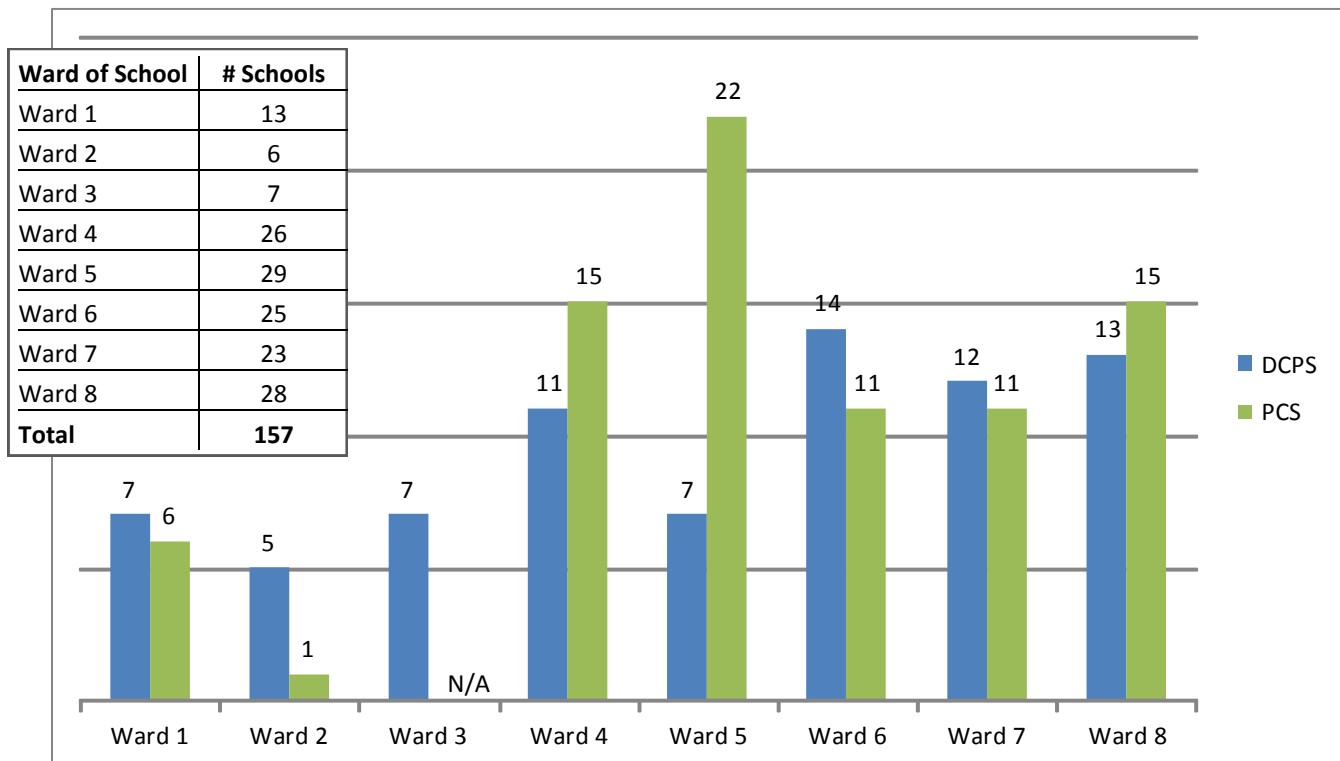
Information about the schools and their associated facilities are from the Office of the Deputy Mayor for Education (DME) in consultation with the DC Public Charter School Board (PCSB), DC Public Schools (DCPS), and the Department of General Services (DGS). The student information comes from the official audited enrollment file, an October 2014 snapshot of student enrollment, residency, and demographics from the Office of the State Superintendent of Education (OSSE), as analyzed by the DME.

Supply of Schools: Location and Number of Schools Offering Grades PK3—5th

This section shows the number of DCPS and public charter schools that offered at least one grade in the PK3—5th grade span by ward of school and enrollment in SY2014-15.

There were 157 public schools¹ serving at least one grade from PK3—5th located across the eight wards of the District of Columbia as of SY2014-15. Figure 1 shows the number of schools in each ward by sector (some schools may only offer one grade in the elementary grade span, i.e., grade 5). Ward 5 had the greatest number of schools (29), driven by the largest number of public charter schools (22) compared to other wards. Ward 8 had the next highest at 28 schools. Ward 3 was unique in that no public charter schools were located there. Appendix 1 lists each of the schools with their ward, grade span, total enrollment for the entire school, total enrollment for only grades PK3—5th, and number of buildings for each school.

Figure 1: Location of Schools Offering PK3—5th, by Ward of School and Sector, SY14-15



¹ Schools are identified by OSSE’s School and LEA Information Management Systems (SLIMS). One school may have multiple buildings and the ward location is attributed to the main building identified by the LEA.

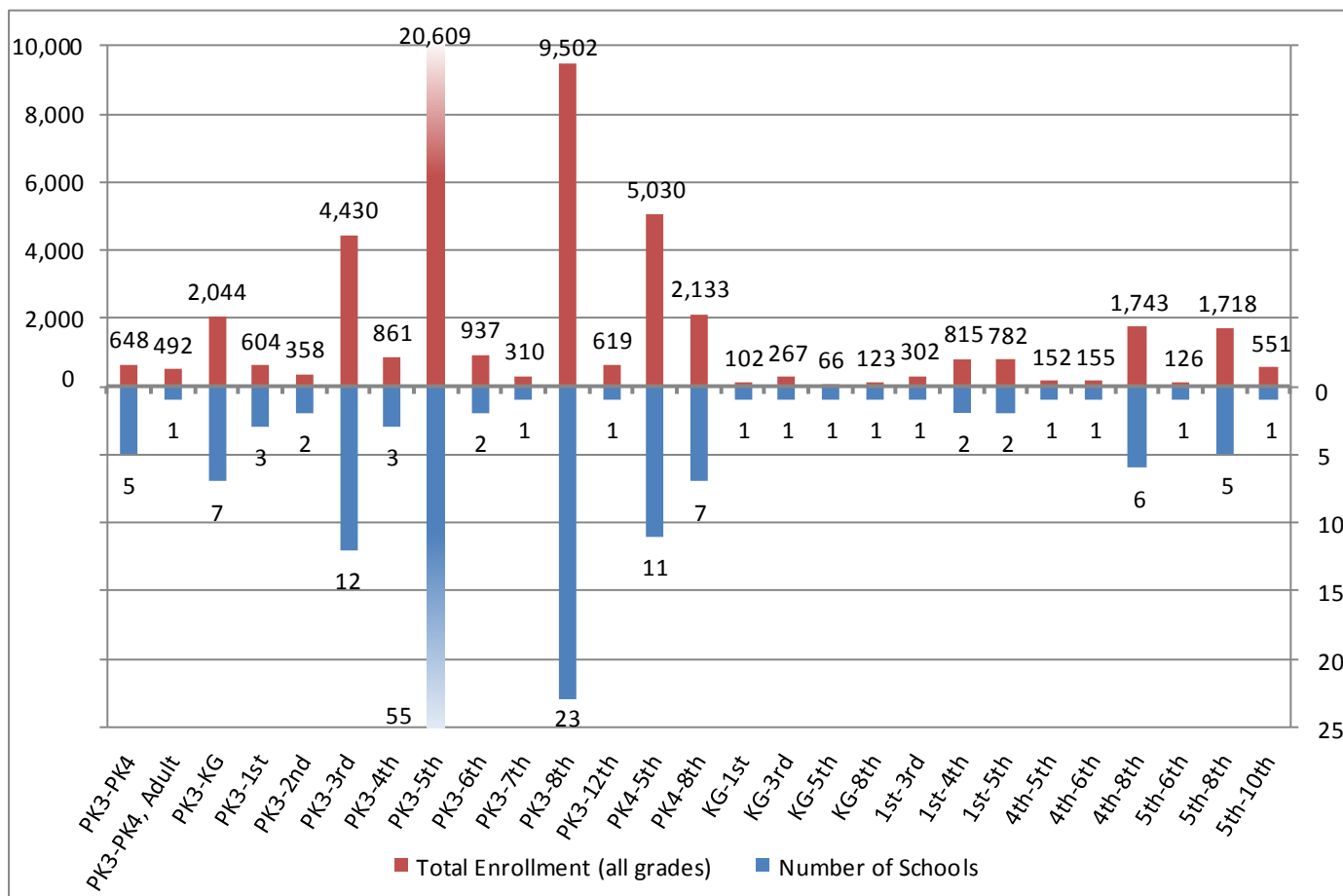
This section describes the grade configuration of schools that offered at least one grade in the PK3—5th grade span, the number of schools that offered that grade configuration, and the total enrollment of all grades.

There is no standardized elementary school grade configuration in the District of Columbia. In SY2014-15, there were 27 different school configurations offering at least one grade in the elementary grade span. DCPS typically offers elementary schools with either PK3—5th or PK4—5th, or combines elementary and middle schools together into education campuses with grades PK3—8th.

Public charter schools offer a wider variety of grade configurations. In some cases, this variety reflects that the public charter school has not reached its maximum intended grade. Public charter schools often add a grade each year in order to reach their full grade span, as described in their charter managed by PCSB.

As can be seen in Figure 2, PK3—5th was the most commonly offered grade configuration, with 55 elementary schools and a total enrollment of 20,609 students. However, some elementary schools also offered grades above PK3—5th, resulting in many small schools that were the only school to offer that grade configuration. See Appendix 1 for the individual schools and their specific grade configurations.

Figure 2: Grade Configurations of Elementary Schools, SY14-15



Note: Enrollment and number of schools for the PK3—5th grade configuration extend beyond the graph axes; reference the data labels for the exact values.

Supply of Schools: Location and Enrollment of Schools Offering Grades PK3—5th

This section describes the elementary grade-specific enrollment of schools that offer at least one grade in the PK3—5th grade span by ward of school and by sector (DCPS and public charter schools).

There were a total of 48,825 students² in grades PK3—5th enrolled in 157 schools as of SY2014-15. Of those elementary students, 57% were enrolled in DCPS and 43% were enrolled in public charter schools. Figure 3 shows the total enrollment for just grades PK3—5th by ward of the school where the student was enrolled as of SY2014-15 (enrollment for higher grades offered at the schools was excluded). Students may have lived in a ward other than the school’s ward. Ward 8 had the greatest number of PK3—5th grade students enrolled at its public schools (10,058) and had the second highest number of schools (28). Wards 4 and 5 had the next highest elementary enrollment of 7,815 and 7,829 students, respectively.

Looking at Figure 4, Ward 8 school enrollment was almost evenly divided between DCPS and public charter schools. In Ward 5, public charter schools had a greater enrollment than DCPS, reflecting the large number of public charter schools located there (see Figure 1). Appendix 1 lists all of the schools with their ward, grade span, total enrollment for the entire school, total enrollment for only grades PK3—5th, and number of buildings for each school.

Figure 3: Enrollment of Schools Offering PK3—5th, by Ward of School, SY14-15

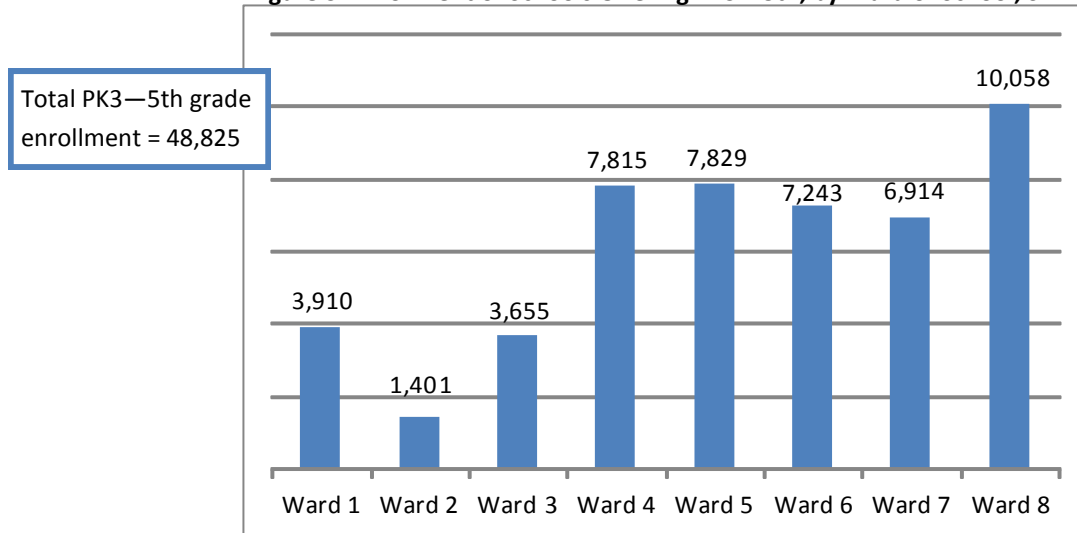
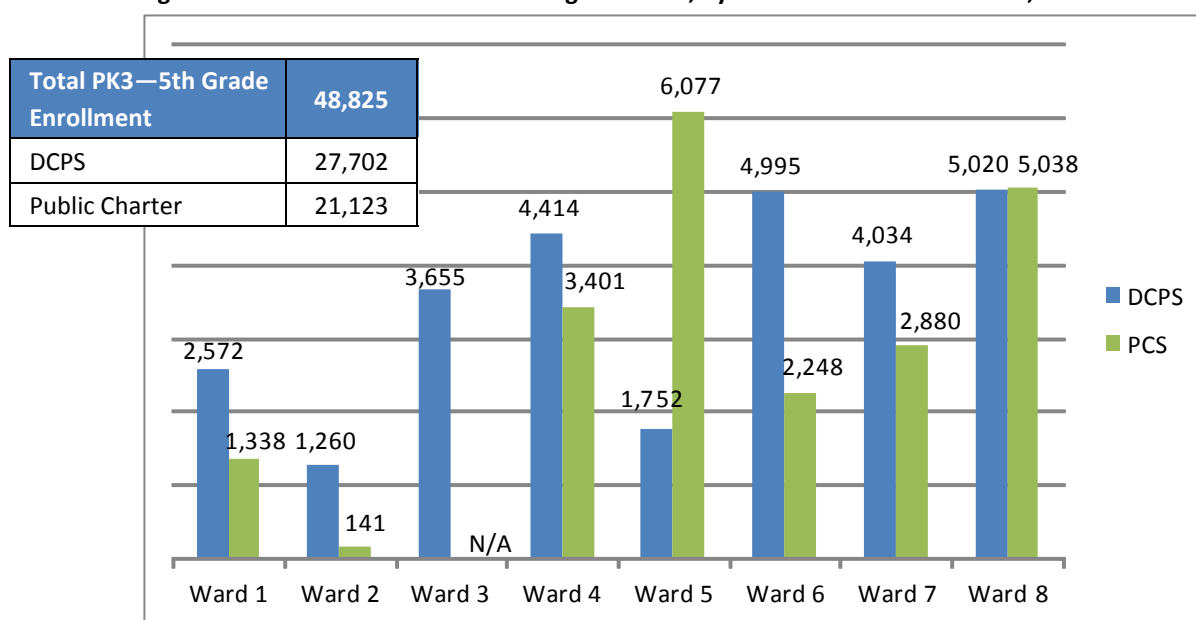


Figure 4: Enrollment of Schools Offering PK3—5th, by Ward of School and Sector, SY14-15



² School enrollment includes enrollment for only grades PK3—5th and excludes older grades that may be offered at the school.

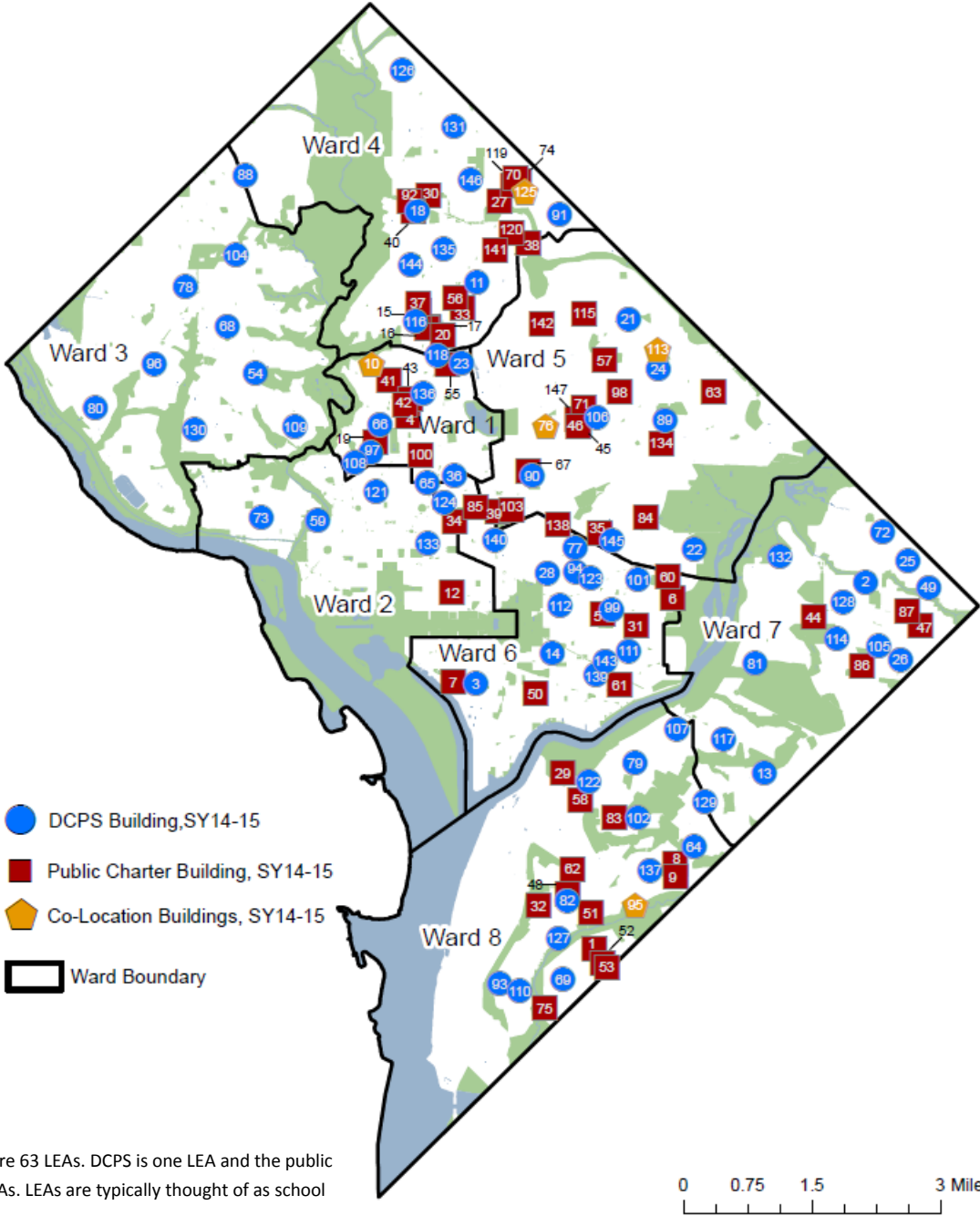
Note: No public charter schools were located in Ward 3.

Supply of Buildings: Location of School Buildings Serving Grades PK3—5th

This section shows the location of school buildings that offered at least one grade in the PK3—5th grade span by ward of the school building in SY2014-15. The school building legend is provided at the end of the fact sheet.

Map 1 displays the 147 public school *buildings* that offered at least one grade in the PK3—5th grade span in SY2014-15. A school may have been located in multiple school buildings; alternatively, a building may have housed multiple schools in the same Local Education Agency (LEA) or from different LEAs (referred to as a co-location).³ For example, Bridges PCS was housed in three school buildings (labels 15, 16, and 17) and Sela PCS and Shining Stars PCS co-located in building 125. Only co-locations of schools that served elementary grades are shown in Map 1 (some elementary schools may have shared their building with an older grade-span school but they are not shown here). The school building map legend, provided at the end of this fact sheet, lists the schools that offered grades PK3—5th with their associated buildings in SY2014-15. Appendices 4 and 5 also display the buildings with their addresses and grade spans.

Map 1: Location of DCPS and PCS Elementary School Buildings, SY14-15



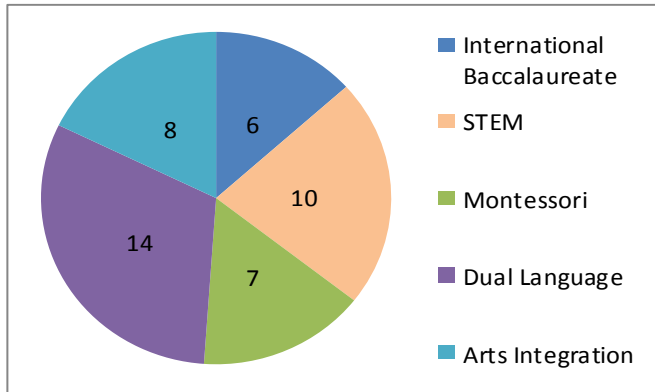
³ In SY2014-15, there were 63 LEAs. DCPS is one LEA and the public charter sector had 62 LEAs. LEAs are typically thought of as school districts.

Supply of Programs: Academic Programs in Schools Serving Grades PK3—5th

This section describes the type of school programs that were offered in elementary schools and their distribution across the city by sector.

Out of the 157 schools that offered PK3—5th grade, 41 schools (26%) offered the following specialized programs: International Baccalaureate; Science, Technology, Engineering, and Math (STEM); Montessori; Dual Language; and Arts Integration. Programs were self-reported by schools and may vary in nature from school to school. In addition, schools may offer other programs not included here. Information about the programs is from the PCSB charter school finder and DCPS school profiles. See Appendix 2 for an exact listing of schools and programs.

Figure 5: Number of Specialized Programs in Elementary Schools, SY14-15

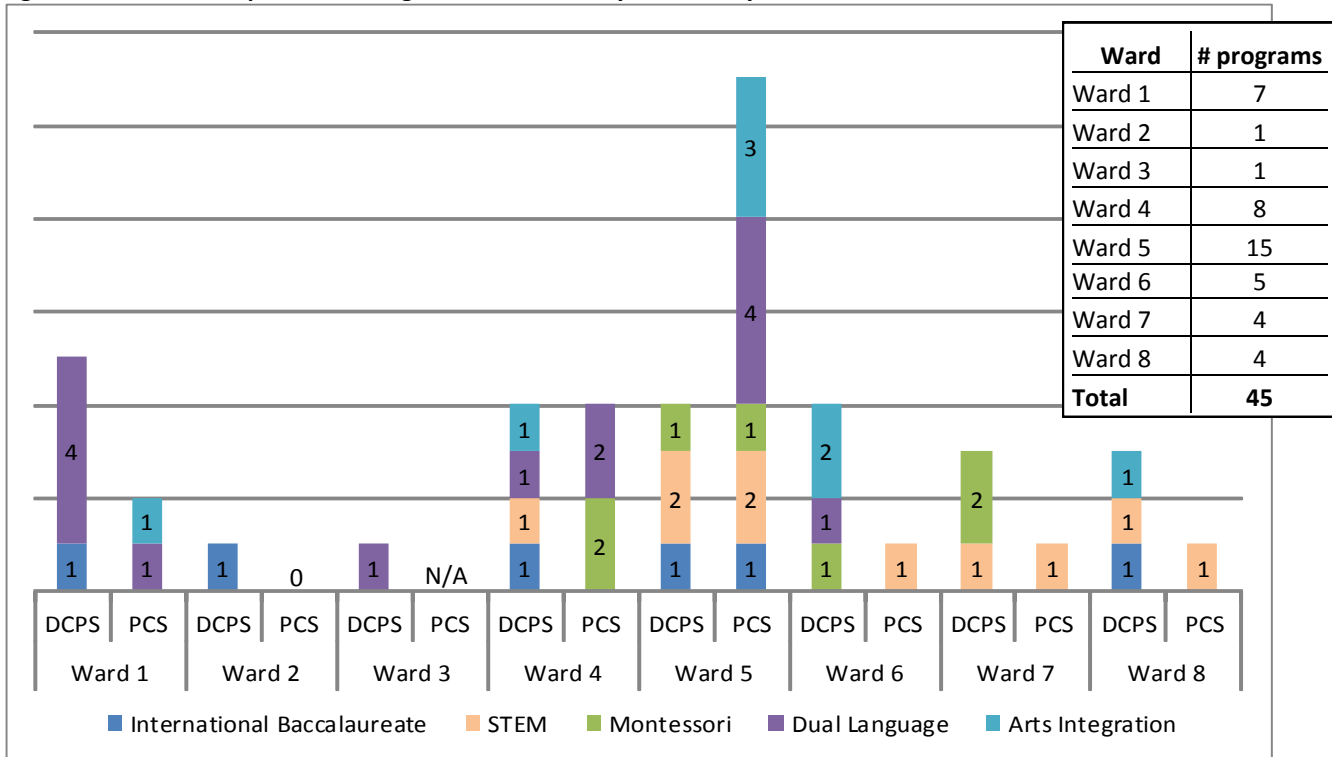


In all, 41 schools offered 45 of the specialized programs (four schools offered two programs each). Dual language was the most frequently offered (14 programs and schools), see Figure 5.

Figure 6 shows the number of programs offered by ward of the school and sector (DCPS or public charter). Overall, Ward 5 public charter schools offered the most programs; Ward 5 also had the greatest number of public charter schools in the city (see Figure 1). Ward 1 DCPS schools and Ward 5 public charter schools had the greatest number of dual language programs (4 programs each).

Note: There were 45 programs across 41 schools.

Figure 6: Number of Specialized Programs in Elementary Schools, by Ward of School and Sector, SY14-15



Note: No public charter schools were located in Ward 3.

Definitions for each program type: **International Baccalaureate (IB)**: a challenging, internationally recognized diploma program that develops intercultural understanding and respect (schools currently seeking IB authorization are included); **STEM**: a program integrating science, technology, engineering, and math into multiple content areas; **Montessori**: a child-centered educational approach based on scientific observations of children; **Dual Language**: a program where half of instruction is delivered in a language besides English (see Appendix 2 for languages offered by school); and **Arts Integration**: a program integrating the arts into multiple content areas.

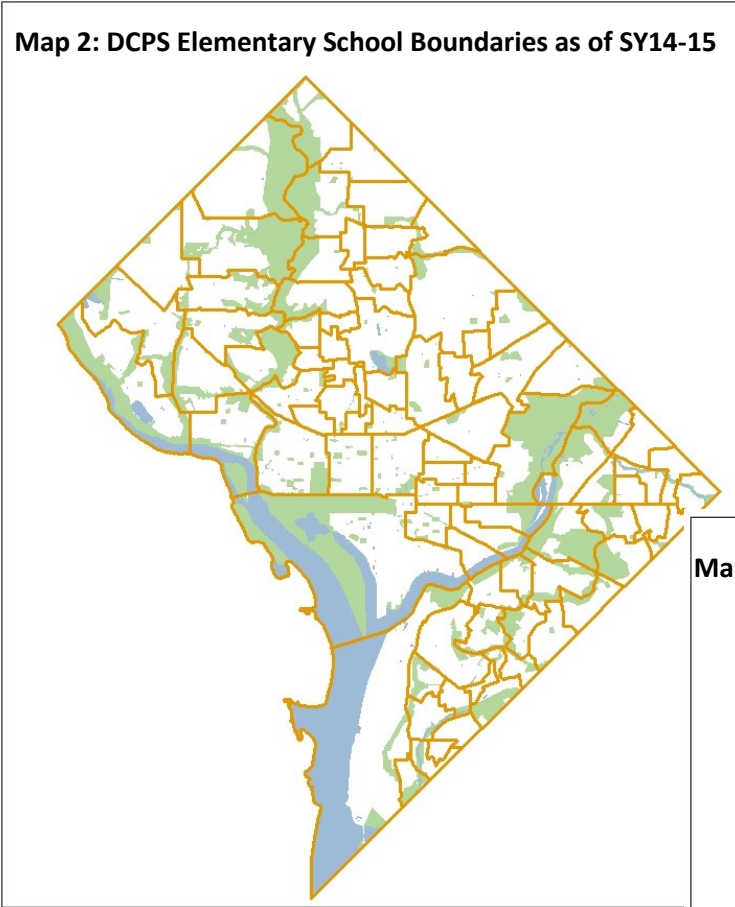
This section describes the attendance zones associated with DCPS schools of right, as well as the recent revision of the attendance zones.

Most DCPS elementary schools⁴ and all of their education campuses (offering PK—8th grade) are schools of right, meaning that K—5th grade students who lived within the school’s attendance zone are guaranteed enrollment at any time during the school year.⁵ As described later in the fact sheet, 35% of all PK3—5th grade students attended their DCPS in-boundary school in SY2014-15.

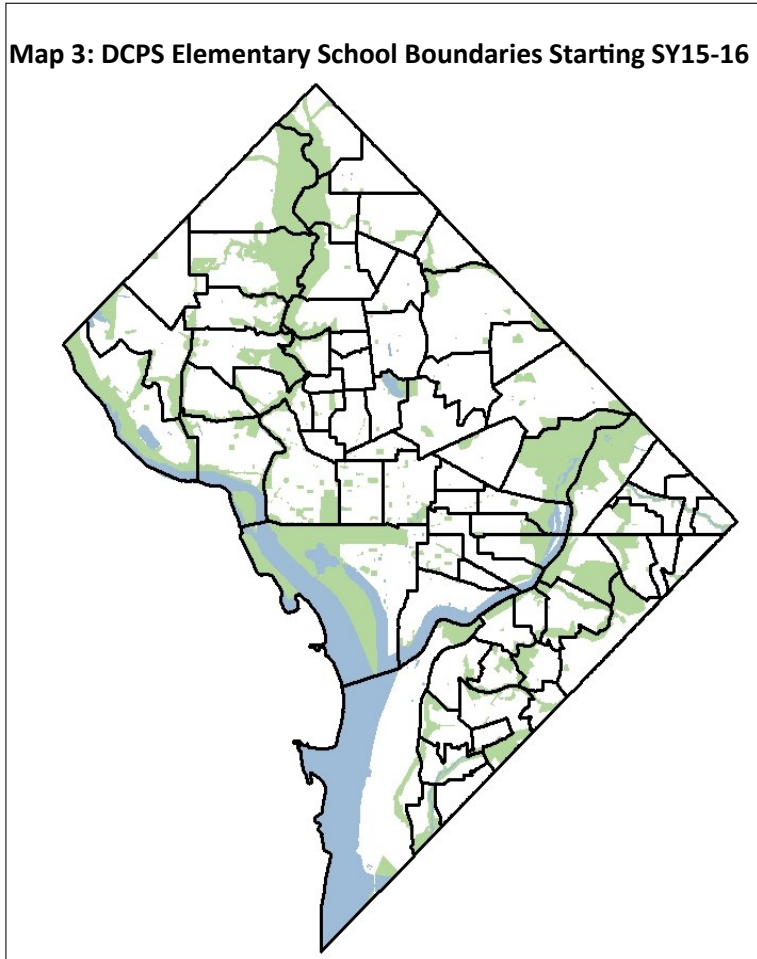
In 2014, the DME and DCPS led a comprehensive review process of the DCPS school boundaries and the city’s student assignment policies, which resulted in the adoption of the revised school boundaries displayed below. The purpose of the revision was to address previously closed schools as well as to ensure that there are a sufficient and evenly distributed number of students living

within each of the boundaries. Map 2 shows the DCPS school boundaries prior to the revision that were in effect for SY2014-15. Map 3 shows the DCPS elementary and education campus school boundaries that have been implemented in SY2015-16, along with extensive phase-in policies. For more information about the student assignment and boundary review process, as well as the phase-in policies, see [DCPS Boundaries Final implementation Plan](#) website. For more information about specific addresses and their corresponding DCPS boundaries, see the [Enrollment Boundary Information System](#) (EBIS).

Map 2: DCPS Elementary School Boundaries as of SY14-15



Map 3: DCPS Elementary School Boundaries Starting SY15-16



⁴ Capitol Hill Montessori and School Within a School at Goding are citywide DCPS elementary schools, meaning that they are not schools of right, do not have a boundary, and students need to apply through the common lottery in order to attend .

⁵ PK3 and PK4 students are not required to attend school until age 5; therefore, these early childhood students get an in-boundary preference to their neighborhood DCPS school in the common lottery, as opposed to a right to the neighborhood school. For more information about this process see the [My School DC lottery](#).

Supply of School-Age Children: Demographics of PK3—5th Grade Students

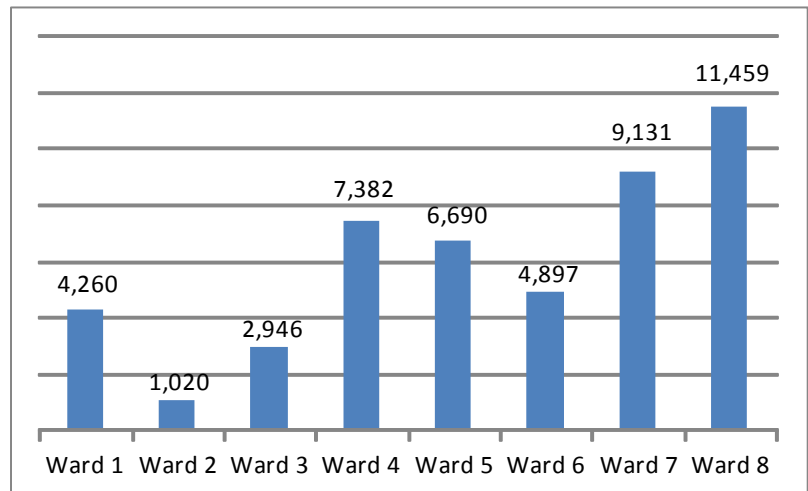
This section describes where PK3—5th grade students live and their demographics. This includes their race/ethnicity, special education needs, English Language Learners, and at risk of academic failure status.

As of SY2014-15, there were 48,825 public school students enrolled in grades PK3—5th in DCPS and public charter schools. Figure 7 shows the number and distribution of where PK3—5th grade public school students lived (ward of residence) in SY2014-15 according to the audited enrollment. Ward 8 had the greatest number of PK3—5th grade students (11,459 students). Ward 7 had the next greatest number of students (9,131) while Ward 2 had the fewest students (1,020).

The majority of the PK3—5th students in SY2014-15 were African American (69%) followed by Hispanic (15%) and white students (12%) (Figure 8).

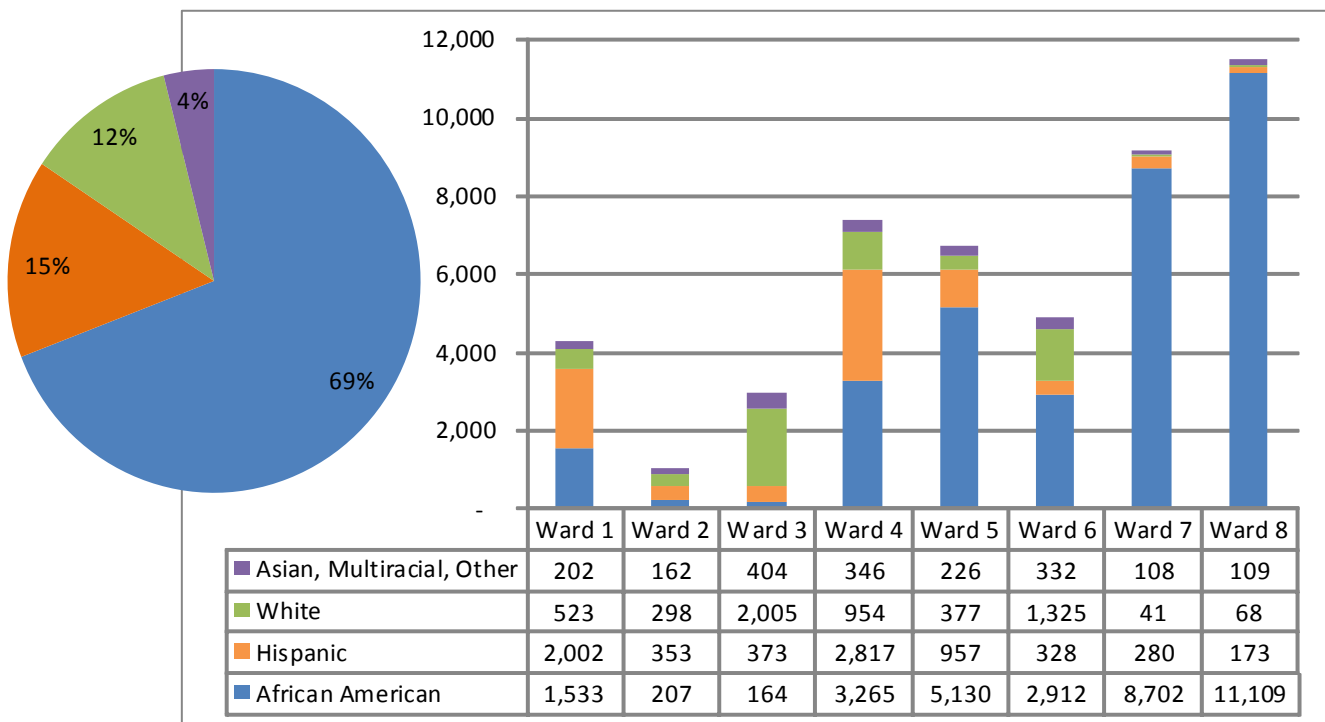
Figure 8 also shows the racial/ethnic make up of students in SY2014-15 by ward of residence. Almost all of the students in Wards 7 and 8 were African American, while Ward 4 had the largest number of Hispanic elementary students (2,817) and Ward 3 had the greatest number of white students (2,005 students).

Figure 7: Number of PK3—5th Grade Public School Students, by Ward of Residence, SY14-15



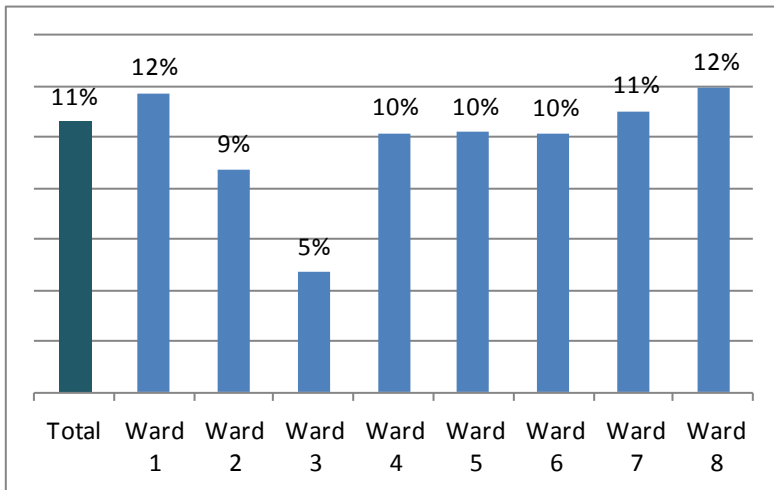
Note: 1,040 students' ward could not be geocoded.

Figure 8: Share and Number of PK3—5th Grade Public School Students by Race/Ethnicity, by Ward of Residence, SY14-15



Note: 1,040 students' ward could not be geocoded.

Figure 9: Share of PK3—5th Grade Public School Students with Special Education Needs, by Ward of Residence, SY14-15



Out of all PK3—5th grade students, 11% had specialized education needs (Figure 9). Specialized Education is education designed to meet the needs of students with disabilities. Governed by the federal Individuals with Disabilities Education Act (IDEA), specialized education programs typically provide students up to age 22 with additional supports and accommodations that allow them to access a specific curriculum. Elementary students in Wards 1 and 8 had slightly higher specialized education needs at 12% apiece compared to elementary students living in other wards in the city.

English Language Learners (ELL) are students who have an English language proficiency level that does not allow them to fully participate in a general education program. Schools typically identify these students and adjust their instruction and monitor the students. The definition of an ELL student is someone who understands or speaks a language other than English, or a student with a family background where a language other than English is spoken in the home. Figure 10 shows that 11% of the elementary grade population were ELL; Wards 1 and 2 had the highest shares of ELL students at 34% and 31%, respectively.

Figure 10: Share of PK3—5th Grade Public School Students with English Language Learner Status, by Ward of Residence, SY14-15

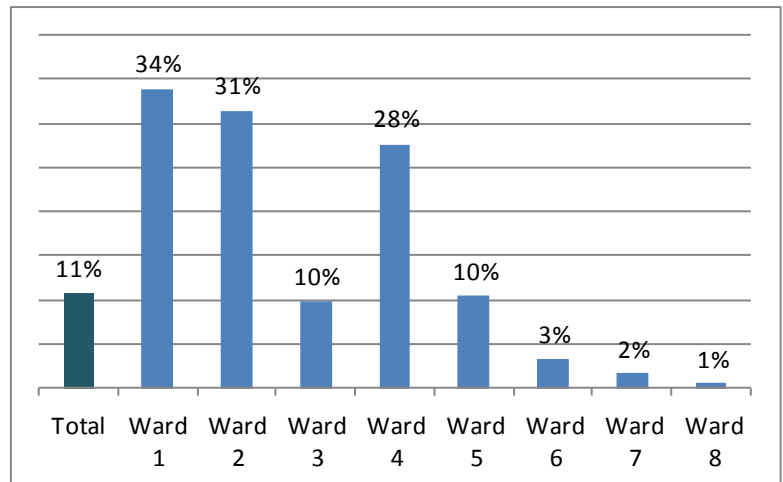
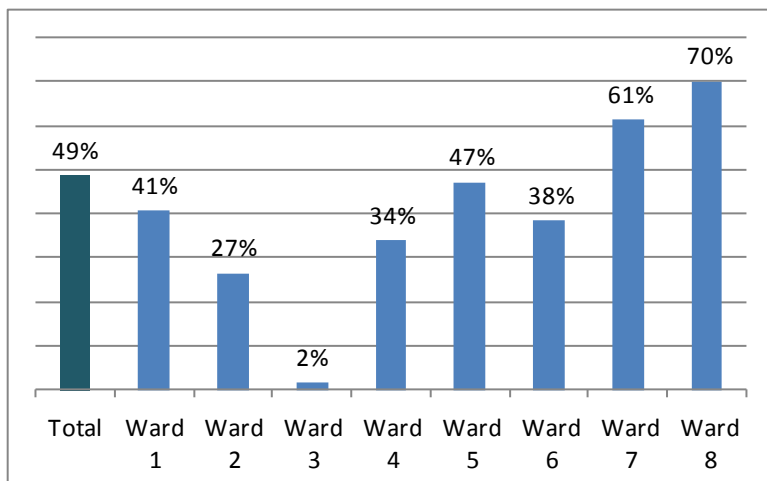


Figure 11: Share of PK3—5th Grade Public School Students with At Risk of Academic Failure Status, by Ward of Residence, SY14-15



At risk of academic failure is a local District definition that identifies vulnerable students, such as students who are homeless, in foster care, qualify for federal food stamps and welfare, or are overage for high school. This identification is to ensure that schools receive additional local funds to serve these students. Citywide, 49% of all elementary students were identified as at risk, with the highest percentage of students living east of the Anacostia River in Wards 7 and 8 at 61% and 70%, respectively.

Demand: Where PK3—5th Grade Students Attend School

This section describes enrollment in more detail; for instance, whether students were enrolled in-boundary or out of boundary at neighborhood DCPS schools, at citywide DCPS schools (where there is no boundary designation), or public charter schools. This information is also provided by the ward where the student lived.

The District has many enrollment options: students can either attend their neighborhood DCPS school (i.e., in-boundary school of right) or enter the common lottery to attend an out of boundary DCPS school, a citywide DCPS school (that is not a school of right and enrollment is also required via the common lottery), or a public charter school (where enrollment is required via the common lottery). Figure 12 shows the number and share of PK3—5th grade students that attended each of these four types of schools in SY2014-15. Nearly half of PK3—5th grade students attended a public charter school (44%), followed by almost one third of PK3—5th grade students who attended their in-boundary DCPS school (32%) and approximately one quarter of students who attended an out of boundary DCPS school (23%). Only 1% of PK3—5th grade students attended a citywide DCPS school.

Figure 12: Number and Share of PK3—5th Grade Students Enrollment, SY14-15

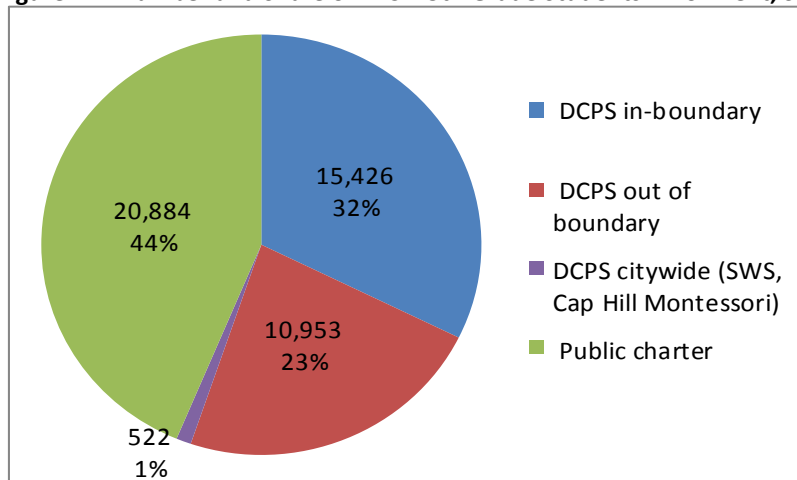
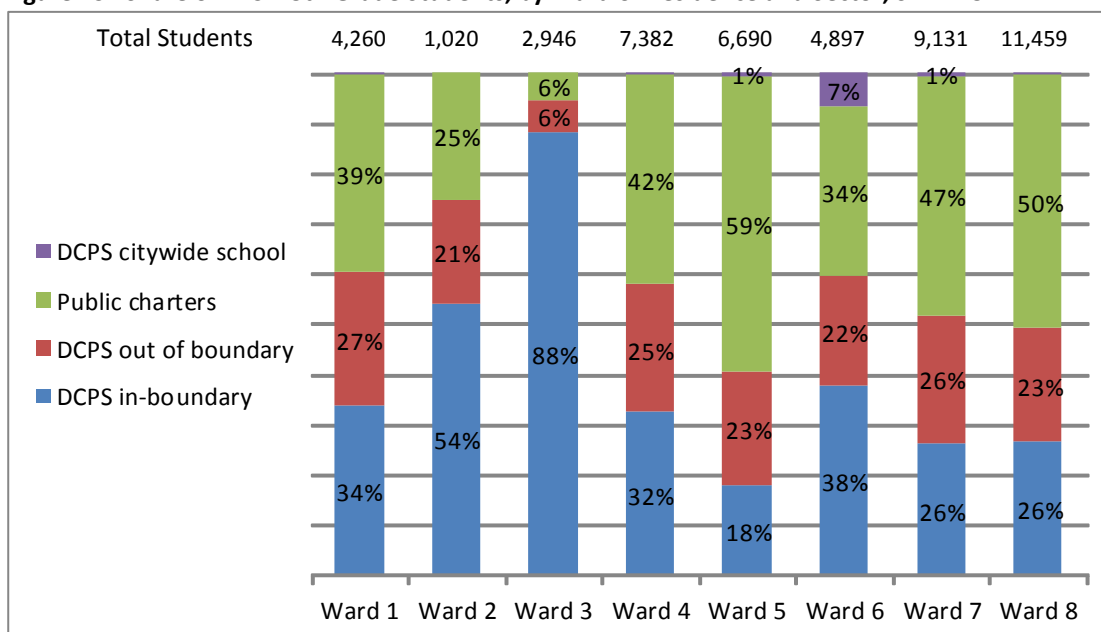


Figure 13 shows the number of PK3—5th grade students that attended their in-boundary DCPS school, an out of boundary DCPS school, or a public charter school by the student’s ward of residence. For instance, 88% of students living in Ward 3 attended their in-boundary DCPS school, while only 18% of students in Ward 5 did the same.

Figure 13: Share of PK3—5th Grade Students, by Ward of Residence and Sector, SY14-15



Note: Excludes 1,040 students whose boundary could not be geocoded; small values for DCPS citywide students included in the DCPS out of boundary count.

This section describes the share of students who attended school in the same ward as where they live, for all elementary grade students, as well as for DCPS and public charter elementary students separately.

Due to the city’s flexible enrollment policies, students can choose to attend school near or far from their home; a student can enroll at DCPS schools in or out of boundary, enroll at DCPS citywide schools, or enroll at a public charter school. Figure 14 shows the share of PK3—5th grade students who attended school in the same ward as where they lived, as of SY2014-15. On average, 64% of all PK3—5th grade students attended school in their own ward. Ward 3 PK3—5th grade students were the most likely to go to school in their ward: of all Ward 3 PK3—5th grade students, 88% enrolled in a school located in Ward 3. A little more than half (52%) of Ward 1 PK3—5th grade students attended school in Ward 1.

Figure 14: Share of PK3—5th Grade Students Who Live and Attend School in the Same Ward, by Ward of Residence, SY14-15

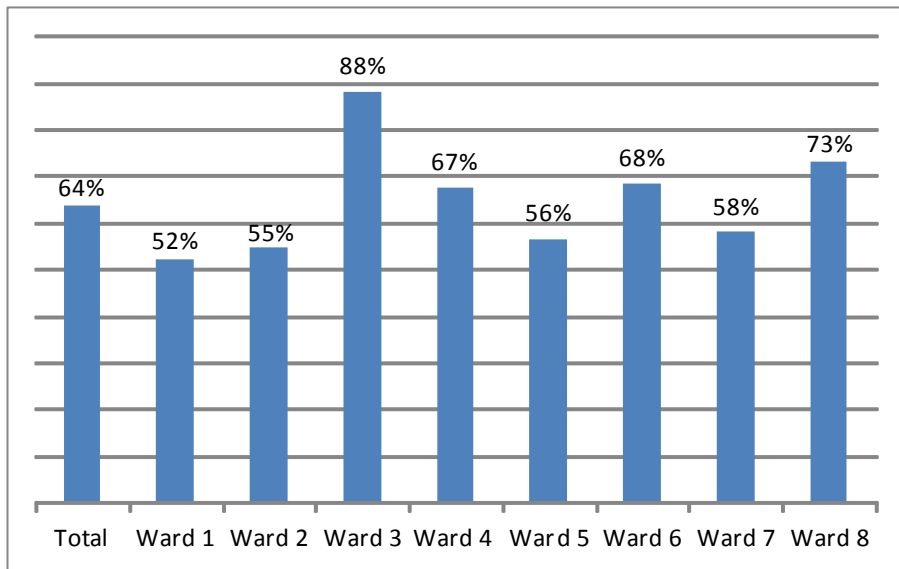
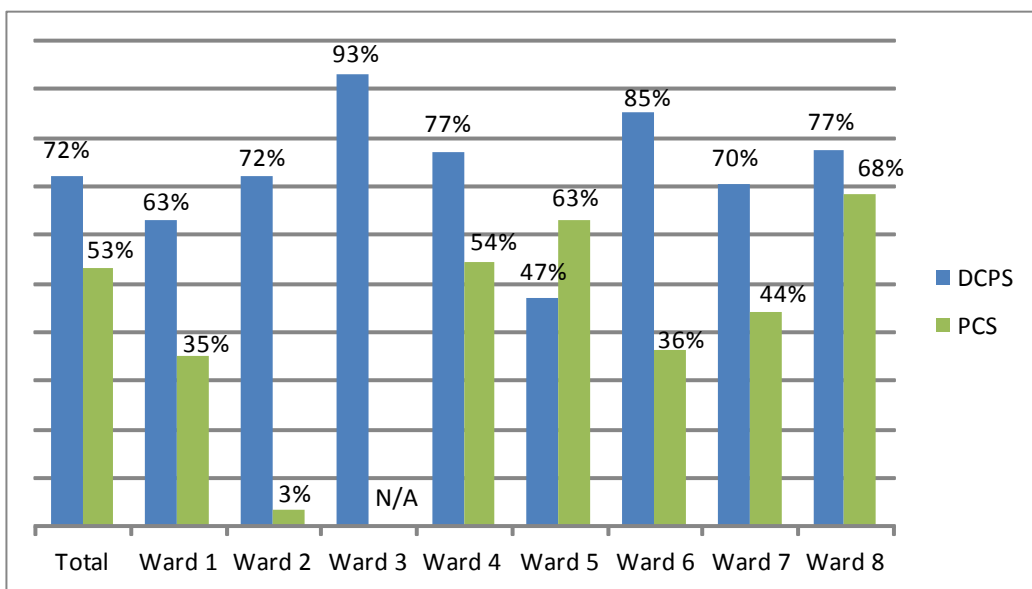


Figure 15 shows the share of students who lived in the same ward as where they were enrolled in school by sector (DCPS or public charter students). For instance, 63% of Ward 1 DCPS elementary students attended school in their own ward, while 35% of Ward 1 public charter school students did the same.

Figure 15: Share of PK3—5th Grade Students Who Live and Attend School in the Same Ward, by Ward of Residence and Sector, SY14-15



Note: No public charter schools were located in Ward 3.

This section describes the median walking distance between elementary students’ homes and the school that they attend, by ward and by sector.

Figure 16 shows the median walking distance (in miles) between a students’ home and where they attended school in SY2014-15, as of the audited enrollment. The median distance for all PK3—5th grade students was just under 1 mile (.96 miles). Elementary students in Ward 7 had the furthest median walk distance at 1.55 miles.

Figure 16: Median Walk Distance between PK3—5th Grade Students Home and School, by Ward of Residence, SY14-15

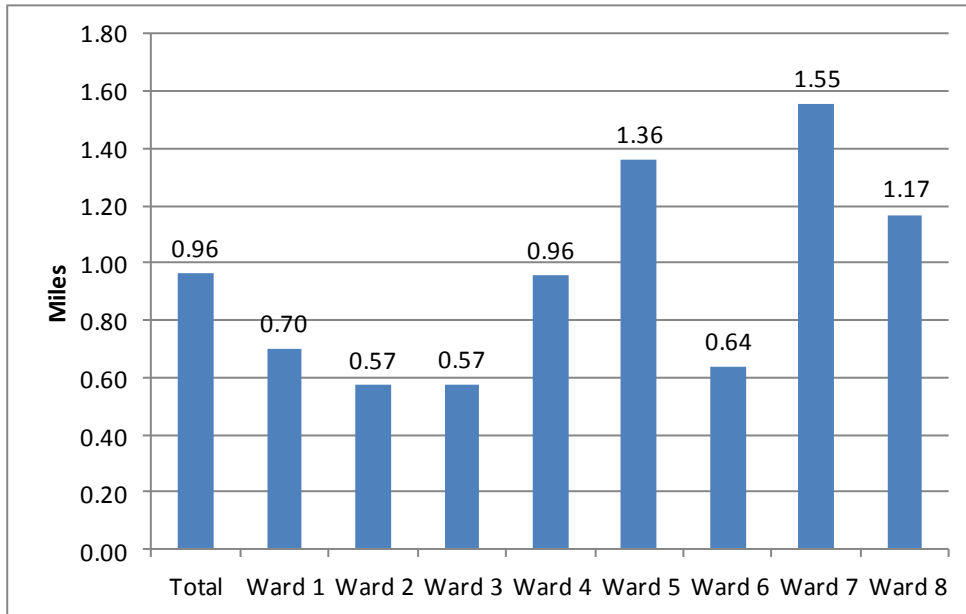
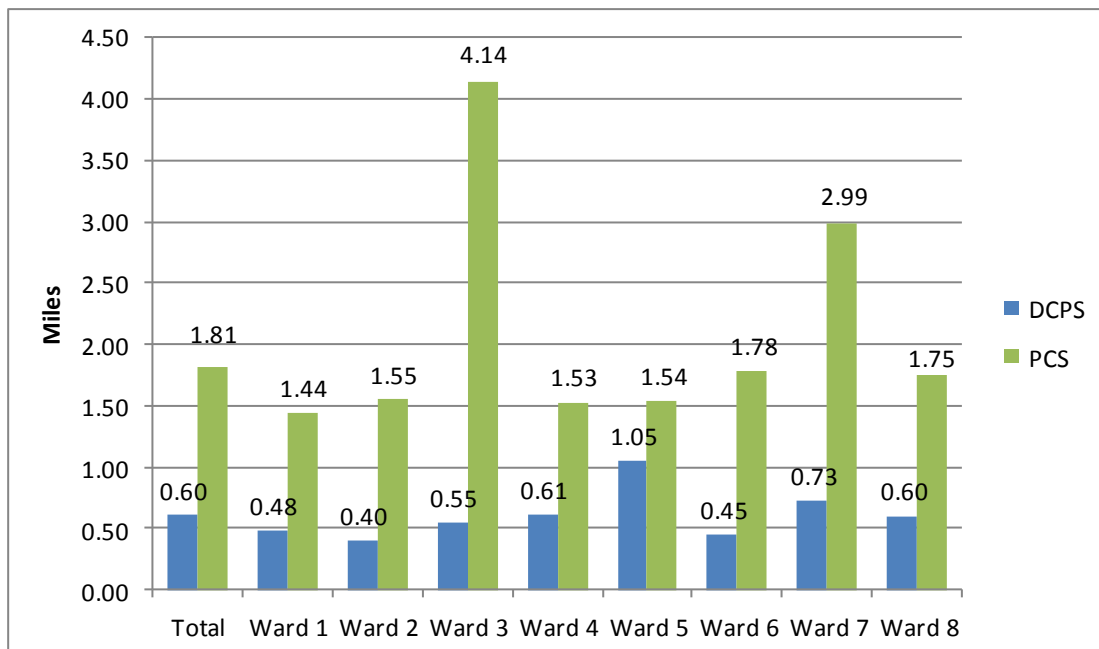


Figure 17 shows the same walking distances, but disaggregated by sector as well as by ward. Ward 3 public charter school elementary students traveled the furthest—over 4 miles to their school. This long distance reflects that there were no public charter schools located in Ward 3.

Figure 17: Median Walk Distance between PK3—5th Grade Students’ Home and School, by Ward of Residence and Sector, SY14-15



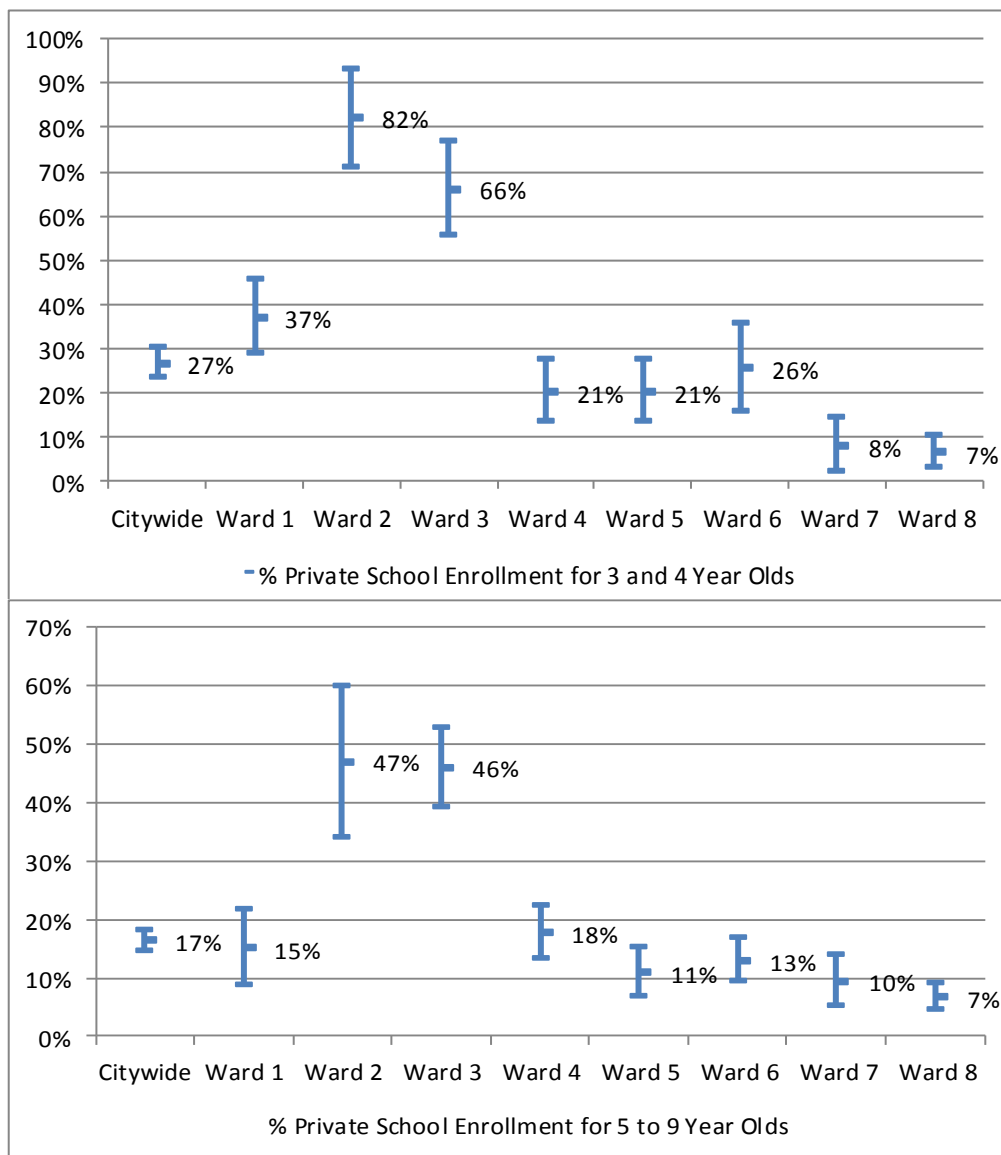
Private School Students

This section describes the share of school-age children enrolled in private school in the District.

Not all of the elementary-aged students living in the District attend public school. Figure 18 shows the estimated share of private school enrollment by ward according to the American Community Survey, 5 Year Estimates (2009-2013) for both 3 and 4 year olds (approximating PK3 and PK4) and 5 to 9 year olds (approximating kindergarten to 4th grade). Displaying the share of private school by these two age ranges is helpful because compulsory education does not start until age 5 for kindergarten in the District. Many elementary schools offer PK3 and/or PK4, but not all.

Since the information comes from survey samples of the District from the US Census Bureau and are not administrative records from a city agency, the survey estimations include the average estimation plus the margin of error (the average is labeled in Figure 18 and the margin of error is the blue bar above and below). The margin of error is used to calculate the lower and upper confidence bounds (using a 90% probability) that the survey estimate contains the true value. The larger the margin of error, the wider the range of what the true value may be. For example, for the period between 2009-2013, you can be 90% confident that the true share of all 3 and 4 year olds that attended private school was between 24% and 30% and you can be 90% confident that the true share of all 5 to 9 year olds that did the same was between 15% and 18%. Elementary age children in Wards 2 and 3 were the most likely to attend private school in both age ranges compared to the other wards. See Appendix 3 for the margins of error.

Figure 18: Share of Private School Enrollment for 3 to 9 Year Olds, by Ward of Residence, 2009-2013



Source: American Community Survey, 2009-2013 Table S1401

Supply and Demand: Programmatic Capacity of PK3—5th Grade Schools

This section describes the programmatic capacities of DCPS and public charter school buildings serving PK3—5th grades.

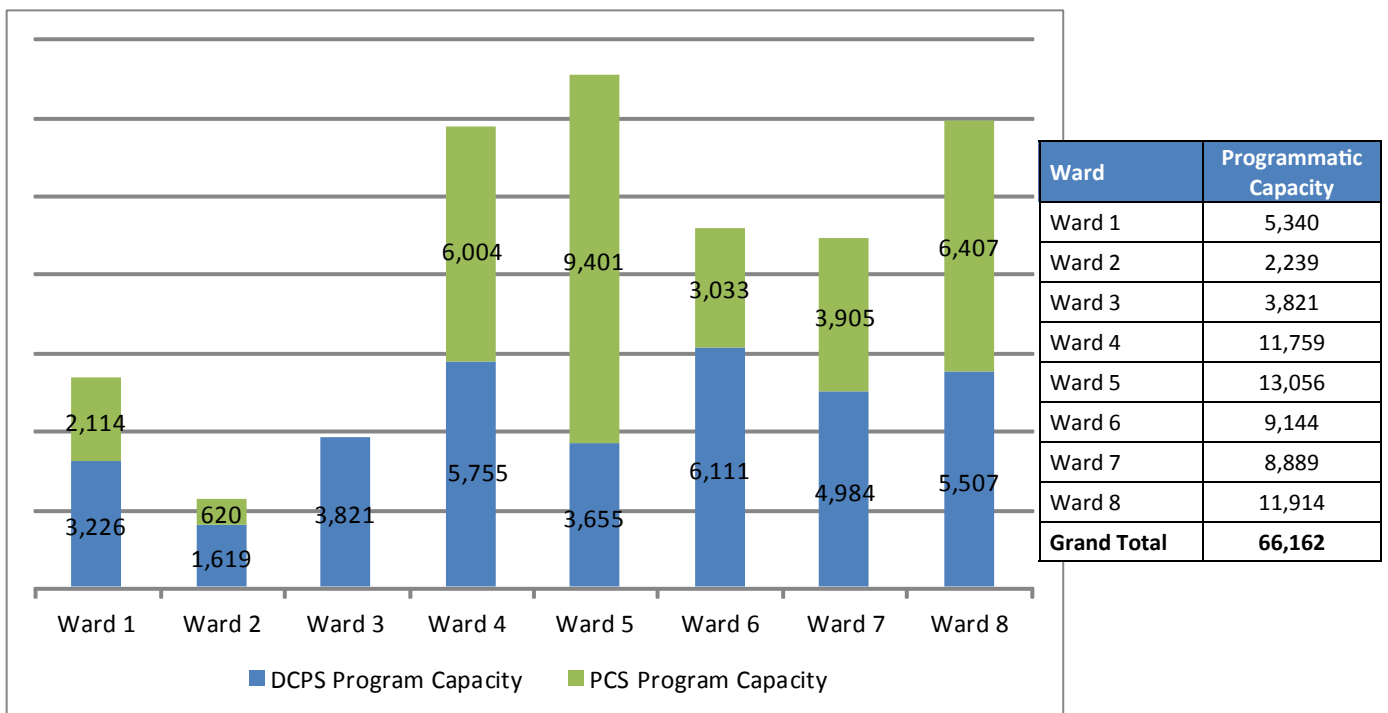
For the first time, programmatic capacities are available for both DCPS and the public charter schools; previously they were only available for DCPS schools. Program capacity reflects the maximum number of students that can be housed in each school building given the schools' existing educational programs, class size, and staffing. DCPS program capacities are developed by the DC DGS using consistent DCPS Educational Specification guidelines across all schools. Public charter program capacities were self-reported by each public charter LEA in a survey administered by PCSB and developed in partnership with the DME for SY2014-15 (more details about programmatic capacities are in Appendices 4, 5, and 6). For more information about facilities, please see the [Master Facility Plan Annual Supplement](#).

The 157 schools serving PK3—5th grade in SY2014-15 had a programmatic building capacity of 66,162 students (see Table 1). This means that the buildings housing these schools had the capacity for 66,162 students, which could include grades higher than 5th grade. The DCPS programmatic capacity was 34,678 seats, meaning that these schools have the capacity to serve up to 34,678 students in all grades offered in those schools (DCPS education campuses reflect the full building programmatic capacity). Similarly, public charter schools serving PK3—5th grades had a capacity of 31,484 seats for all the grades offered in those buildings. Figure 19 shows programmatic capacity of the school buildings by ward and sector. Ward 5 had the greatest capacity (up to 13,056 students), driven largely by public charter schools (up to 9,401 students). Wards 4 and 8 also had large programmatic capacities at up to 11,759 and 11,914 students, respectively.

Table 1: Programmatic Capacity for Buildings with Grades PK3—5th, by Sector, SY14-15

Total Programmatic Capacity	66,162
DCPS Program Capacity	34,678
PCS Program Capacity	31,484

Figure 19: Programmatic Capacity for Buildings with Grades PK3—5th, by Ward of School and Sector, SY14-15



Notes: Programmatic capacities are for the entire building, including grades higher than grade 5. DCPS capacities are for SY14-15. Public charter capacities were collected for SY15-16 but imputed where necessary to reflect school buildings as of SY14-15. No public charter schools were located in Ward 3.

This section provides information about the citywide demand of the DCPS schools that offered grades PK3—5th, by ward of the schools. The following metrics show how full or utilized the DCPS schools were as of SY2014-15, the share of students enrolled at the school who lived in the school’s boundary, and the share of all students who lived in the school’s boundary who enrolled at the school.

This section describes three measures that help describe the demand for DCPS schools: facility utilization rates, school in-boundary participation rate, and boundary participation rate.

The first measure is the facility utilization rate, which is calculated by dividing the schools’ total audited enrollment (including all grades offered in the school) by the schools’ programmatic capacities (including portables) citywide and for each ward. Table 2 shows that DCPS schools serving PK3—5th had an average utilization rate of 85% of their total capacity. Ward 5 elementary schools had the lowest average utilization rate (62%) and Ward 3 elementary schools had the highest average utilization rate (92%).

Table 2 also provides the average school in-boundary rate. This is the share of DCPS schools’ total enrollment that lived in-boundary (the numerator is the number of all school-aged in-boundary students and the denominator is the school’s total enrollment). The average DCPS elementary school had an school in-boundary rate of 55%. Table 2 also breaks the information down by ward of the school. For instance, 46% of DCPS Ward 1 PK3—5th schools’ students lived in-boundary. More information about the schools’ boundaries are shown on Maps 2 and 3.

The third metric shown in Table 2 is boundary participation rate. This metric calculates the share of all PK3—5th grade public school students living in each specific DCPS school’s boundary who attended the school. The numerator is the number of in-boundary students attending the school and the denominator is all public PK3—5th grade students living in the boundary (all DCPS and public charter students living in-boundary, regardless of where they are enrolled). Table 2 shows that, on average, 35% of all public elementary grade students enrolled in their in-boundary DCPS school in SY2014-15. Elementary students living in Ward 3 were more likely to attend their in-boundary DCPS school (87% of all Ward 3 public PK3—5th grade students) while Ward 5 elementary students were less likely to attend their in-boundary DCPS school (18% of all Ward 5 public PK3—5th grade students).

Public charter school utilization rates were unavailable, but will be included in future fact sheets. Also, because public charters have citywide enrollment policies (they do not have boundaries), school in-boundary and boundary participation rates were unavailable.

Details about the metrics for each school can be found in Appendix 6.

Table 2: Utilization of DCPS PK3—5th Schools, by Ward of School, SY14-15

Ward	Average Facility Utilization Rate	Average School In-Boundary Rate	Average Boundary Participation Rate
Ward 1	89%	46%	35%
Ward 2	87%	44%	47%
Ward 3	92%	69%	87%
Ward 4	91%	64%	35%
Ward 5	62%	61%	18%
Ward 6	84%	36%	39%
Ward 7	81%	57%	29%
Ward 8	91%	61%	27%
Total	85%	55%	35%

Map 1 Legend, Location of school buildings offering grades PK3—5th in SY2014-15

Label #	School Name(s)	Grades Served
1	Achievement Prep PCS – Wahler Place Middle	4th-8th
2	Aiton ES	PK3-5th
3	Amidon-Bowen ES	PK3-5th
4	AppleTree Early Learning PCS – Columbia Heights	PK3-PK4
5	AppleTree Early Learning EPCS – Lincoln Park	PK3-PK4
6	AppleTree Early Learning PCS – Oklahoma Ave	PK3-PK4
7	AppleTree Early Learning PCS – Southwest	PK3-PK4
8	AppleTree Early Learning PCS – Douglass Knoll (Southeast)	PK3-PK4
9	AppleTree Early Learning PCS – Parklands (Southeast)	PK3-PK4
10	Bancroft ES; Briya PCS	PK3-5th; PK3-PK4 & Adult
11	Barnard ES	PK3-5th
12	BASIS DC PCS	5th-10th
13	Beers ES	PK3-5th
14	Brent ES	PK3-5th
15	Bridges PCS	PK3-PK4
16	Bridges PCS – Main	PK3-PK4
17	Bridges PCS @ Sharpe	PK3-PK4
18	Brightwood EC	PK3-8th
19	Briya PCS	PK3-PK4 & Adult
20	Briya PCS	PK3-PK4 & Adult
21	Brookland EC @ Bunker Hill	PK3-8th
22	Browne EC	PK3-8th
23	Bruce Monroe ES at Park View	PK3-5th
24	Burroughs EC	PK3-8th
25	Burrville ES	PK3-5th
26	C.W. Harris ES	PK3-5th
27	Capital City PCS – Lower School; Capital City PCS – Middle School	PK3-4th; 5th-8th
28	Capitol Hill Montessori @ Logan	PK3-7th
29	Cedar Tree Academy PCS	PK3-KG
30	Center City PCS – Brightwood	PK4-8th
31	Center City PCS – Capitol Hill	PK4-8th
32	Center City PCS – Congress Heights	PK4-8th
33	Center City PCS – Petworth	PK4-8th
34	Center City PCS – Shaw	PK4-8th
35	Center City PCS – Trinidad	PK4-8th
36	Cleveland ES	PK3-5th
37	Community Academy Amos I	PK3-5th
38	Community Academy Amos II	PK3-1st
39	Community Academy Butler Global	PK3-5th
40	Community Academy Online	KG-8th
41	Creative Minds International PCS	PK3-4th
42	DC Bilingual PCS (14th St. NW)	PK3-5th
43	DC Bilingual PCS (Columbia Rd. NW)	PK3-5th

Map 1 Legend, Location of school buildings offering grades PK3—5th in SY2014-15

Label #	School Name(s)	Grades Served
44	DC Prep PCS – Benning Elementary; DC Prep PCS – Benning Middle	PK3-3rd; 4th-5th
45	DC Prep PCS – Edgewood Elementary	PK3-3rd
46	DC Prep PCS – Edgewood Middle	4th-8th
47	DC Scholars PCS	PK3-5th
48	Democracy Prep Congress Heights PCS	PK3-6th
49	Drew ES	PK3-5th
50	Eagle Academy PCS – New Jersey Avenue	PK3-3rd
51	Eagle Academy PCS – The Eagle Center at McGogney	PK3-3rd
52	Early Childhood Academy PCS	PK3-3rd
53	Early Childhood Academy PCS	PK3-3rd
54	Eaton ES	PK4-5th
55	E.L. Haynes PCS – Middle School	5th-8th
56	E.L. Haynes PCS – Elementary School	PK3-4th
57	Elsie Whitlow Stokes Community Freedom PCS	PK3-5th
58	Excel Academy PCS – DREAM; Excel Academy PCS – LEAD	PK3-3rd; 4th-6th
59	Francis-Stevens (School Without Walls @ Francis-Stevens)	PK3-8th
60	Friendship PCS – Blow Pierce-Elementary; Friendship PCS – Blow-Pierce Middle	PK3-3rd; 4th-8th
61	Friendship PCS – Chamberlain Elementary; Friendship PCS – Chamberlain Middle	PK3-3rd; 4th-8th
62	Friendship PCS – Southeast Elementary Academy	PK3-5th
63	Friendship PCS – Woodridge Elementary; Friendship PCS – Woodridge Middle	PK3-3rd; 4th-8th
64	Garfield ES	PK3-5th
65	Garrison ES	PK3-5th
66	H.D. Cooke ES	PK3-5th
67	Harmony DC PCS – School of Excellence	KG-5th
68	Hearst ES	PK4-5th
69	Hendley ES	PK3-5th
70	Hope Community PCS – Lamond	PK3-5th
71	Hope Community PCS – Tolson	PK3-8th
72	Houston ES	PK3-5th
73	Hyde-Addison ES	PK4-5th
74	Ideal Academy PCS – North Capitol Street	PK3-8th
75	Ingenuity Prep PCS	PK3-1st
76	Inspired Teaching Demonstration PCS; Lee Montessori PCS	PK3-7th; PK3-1st
77	J.O. Wilson ES	PK3-5th
78	Janney ES	PK4-5th
79	Ketcham ES	PK3-5th
80	Key ES	PK4-5th
81	Kimball ES	PK3-5th
82	King ES	PK3-5th
83	KIPP DC–Discover PCS; KIPP DC–Heights Academy PCS; KIPP DC–AIM Academy PCS	PK3-KG; 1st-4th; 5th-8th
84	KIPP DC–Connect Academy PCS; KIPP DC–Spring Academy PCS; KIPP DC–Northeast PCS	PK3- KG; 1st; 5th-6th
85	KIPP DC–Grow Academy PCS; KIPP DC–Lead Academy PCS; KIPP DC–WILL Academy PCS	PK3-KG; 1st-3rd; 4th-8th
86	KIPP DC–LEAP Academy PCS; KIPP DC–Promise PCS; KIPP DC–KEY Academy PCS	PK3-KG; 1st-4th; 5th-8th

Map 1 Legend, Location of school buildings offering grades PK3—5th in SY2014-15

Label #	School Name(s)	Grades Served
87	KIPP DC – Arts and Technology Academy PCS; KIPP DC – Quest Academy PCS	PK3-KG; 1st-5th
88	Lafayette ES	PK4-5th
89	Langdon EC	PK3-8th
90	Langley ES	PK3-5th
91	LaSalle-Backus EC	PK3-8th
92	Latin American Montessori Bilingual (LAMB) PCS – Missouri Ave	PK3-5th
93	Leckie ES	PK3-5th
94	Ludlow-Taylor ES	PK3-5th
95	Malcolm X ES @ Green; Achievement Prep PCS – Mississippi Ave Elementary	PK3-5th; KG-3rd
96	Mann ES	PK4-5th
97	Marie Reed ES	PK3-5th
98	Mary McLeod Bethune Day Academy PCS – Slowe	PK3-8th
99	Maury ES	PK3-5th
100	Meridian PCS	PK3-8th
101	Miner ES	PK3-5th
102	Moten ES	PK3-5th
103	Mundo Verde Bilingual PCS	PK3-3rd
104	Murch ES	PK4-5th
105	Nalle ES	PK3-5th
106	Noyes EC	PK3-8th
107	Orr ES	PK3-5th
108	Oyster-Adams Bilingual School (Adams)	4th-8th
109	Oyster-Adams Bilingual School (Oyster)	PK3-3rd
110	Patterson ES	PK3-5th
111	Payne ES	PK3-5th
112	Peabody ES (Capitol Hill Cluster)	PK3-KG
113	Perry St. Preparatory PCS; Latin American Montessori Bilingual (LAMB) – S. Dakota Ave	PK3-12th; PK3-5th
114	Plummer ES	PK3-5th
115	Potomac Preparatory PCS	PK3-8th
116	Powell ES	PK3-5th
117	Randle Highlands ES	PK3-5th
118	Raymond EC	PK3-8th
119	Roots PCS	PK3-5th
120	Roots PCS	PK3-5th
121	Ross ES	PK3-5th
122	Savoy ES	PK3-5th
123	School-Within-School @ Goding	PK3-3rd
124	Seaton ES	PK3-5th
125	Sela PCS; Shining Stars Montessori Academy PCS	PK3-2nd; PK3-3rd
126	Shepherd ES	PK4-5th
127	Simon ES	PK3-5th
128	Smothers ES	PK3-5th
129	Stanton ES	PK3-5th

Map 1 Legend, Location of school buildings offering grades PK3—5th in SY2014-15

Label #	School Name(s)	Grades Served
130	Stoddert ES	PK4-5th
131	Takoma EC	PK3-8th
132	Thomas ES	PK3-5th
133	Thomson ES	PK3-5th
134	Tree of Life Community PCS	PK3-8th
135	Truesdell EC	PK3-8th
136	Tubman ES	PK3-5th
137	Turner ES	PK3-5th
138	Two Rivers PCS	PK3-5th
139	Tyler ES	PK3-5th
140	Walker-Jones EC	PK3-8th
141	Washington Latin PCS –MS	5th-8th
142	Washington Yu Ying PCS	PK4-5th
143	Watkins ES (Capitol Hill Cluster)	1st-5th
144	West EC	PK3-8th
145	Wheatley EC	PK3-8th
146	Whittier EC	PK3-8th
147	William E. Doar, Jr. PCS for the Performing Arts	PK3-8th