CHAPTER 6

Prioritization Framework







DETERMINING THE NEED

UNDERSTANDING FACILITY NEED

RANKING OF THE DATA

No single unit of measurement can capture the total need of a school or facility. Therefore, 14 measures were identified to determine the need of DCPS and charter school facilities for this study. They were chosen based on available data from the Office of Deputy Mayor for Education, DC Public Schools and Public Charter Schools. The 14 measures are divided into five overarching themes (described in greater detail later in this chapter):

- **Current Fit** - How well does an existing DCPS and charter school facility accommodate the current needs of the enrolled student body?
- **2017 Projected Fit** - How well will the existing DCPS and charter school facilities accommodate student enrollment in 2017?
- **1998-2012 Modernization Equity** - Where have DCPS modernization dollars been spent?
- **Neighborhood Cluster Characteristics** - Various neighborhood characteristics influence the measurement of need. The distance traveled to school and the number of children per acre, now and in the future
- **Facility Condition and Quality** - What is the physical condition of the facility? How does the facility encourage quality education

SCORING

For each measure the total range of data among all neighborhood clusters was analyzed to establish thresholds from lowest to highest need. The thresholds for each measure were then used as a relative scale of need, based on the data range. The data range is sorted into five or six thresholds ranks to determine a "score."

Scoring is based on a scale of 0 to 5 wherein zero indicates no facility need and five indicates the greatest need. For some of the measures, one (1) is the lowest score possible when the we felt there should be some need attributed to the lowest ranking.

WEIGHTING

The planning team has given each measure a weight that reflects the prioritization of the guiding principles and priorities expressed by the Executive Committee (see Guiding Principles in Chapter 2). Weighting increases the impact of certain measures on the total score for each neighborhood cluster. For each measure, the score is multiplied by the assigned weight of that measure to produce the index. Together, the weights add up to 70 with a maximum total index of 350, which indicates the greatest facility need.

RANKING

All of the scores from the 14 measures are added together to produce the total index. The total index is then compared to a quintile scale that ranges from low to high facility needs.

CURRENT FIT NEED ASSESSMENT

How well does an existing DCPS and charter school facility accommodate the current needs of the enrolled student body? The following measures were applied to answer that question.

AVERAGE GROSS SQUARE FOOTAGE PER ENROLLED STUDENT

This measurement considers the average square footage per actual student in the facility. The schools with the lowest gross square footage (GSF) per enrolled student are determined to have the highest need.

Three scales were developed for elementary, middle and high schools. Each scale is loosely connected to the DCPS guideline of 150 GSF for elementary schools, 170 GSF for middle schools and 190 GSF per student for high schools with 80 percent being a targeted utilization rate of enrollment to facility capacity for all schools. For each neighborhood cluster, the school scores were averaged. The scales for this measure are as follows:

High School and Education Campus (MS/HS)

GSF/Enrolled Student (Weight 4)	Score
< 100 GSF per Enrolled Student	5
100 – 124 GSF per Enrolled Student	4
125 – 149 GSF per Enrolled Student	3
150 – 174 GSF per Enrolled Student	2
175 – 249 GSF per Enrolled Student	1
>= 250 GSF per Enrolled Student	0

Middle School & Education Campus (MS/EC1/EC2)

GSF/Enrolled Student (Weight 4)	Score
< 75 GSF per Enrolled Student	5
75 – 99 GSF per Enrolled Student	4
100 – 124 GSF per Enrolled Student	3
125 – 149 GSF per Enrolled Student	2
150 – 219 GSF per Enrolled Student	1
>= 220 GSF per Enrolled Student	0

Elementary School (ES)

GSF/Enrolled Student (Weight 4)	Score
< 50 GSF per Enrolled Student	5
50 – 74 GSF per Enrolled Student	4
75 – 99 GSF per Enrolled Student	3
100 – 124 GSF per Enrolled Student	2
125 – 189 GSF per Enrolled Student	1
>= 190 GSF per Enrolled Student	

AVERAGE GROSS SQUARE FOOTAGE OF STUDENT CAPACITY

What is the average space designed for each student when the school is at full capacity? The schools with the lower GSF per student capacity are determined to have a higher need.

Again, the scale is loosely connected to the DCPS guideline of 150 GSF for elementary schools, 170 GSF for middle schools and 190 GSF per student for high schools with 80 percent being a targeted utilization rate of enrollment to facility capacity for all schools. For each neighborhood cluster, the school scores were averaged. The scales for this measure is as follows:

High School and Education Campus (MS/HS)

GSF/Enrolled Student (Weight 2)	Score
< 100 GSF per Student Capacity	5
100 – 124 GSF per Student Capacity	4
125 – 149 GSF per Student Capacity	3
150 – 174 GSF per Student Capacity	2
175 – 199 GSF per Student Capacity	1
>= 200 GSF per Student Capacity	0

Middle School & Education Campus (MS/EC1/EC2)

GSF/Enrolled Student (Weight 2)	Score
< 75 GSF per Student Capacity	5
100 – 124 GSF per Student Capacity	4
100 – 124 GSF per Student Capacity	3
125 – 149 GSF per Student Capacity	2
150 – 174 GSF per Student Capacity	1
>= 175 GSF per Student Capacity	0

Elementary School (ES)

GSF/Enrolled Student (Weight 4)	Score
< 50 GSF per Student Capacity	5
50 – 74 GSF per Student Capacity	4
75 – 99 GSF per Student Capacity	3
100 – 124 GSF per Student Capacity	2
125 – 149 GSF per Student Capacity	1
>= 150 GSF per Student Capacity	

AVERAGE UTILIZATION

Utilization is determined by dividing the actual student enrollment by the designed student capacity. Facilities that have high utilization are determined to have the highest need.

The scale use 80 percent as a target utilization rate of enrollment to facility capacity for all schools. Any school with less than 50 percent utilization receives a score of zero (0). The scale for this measure is as follows:

Utilization (Weight 4)	Score
>= 90% Utilization	5
80% – 89% Utilization	4
70% – 79% Utilization	3
60% – 69% Utilization	2
50% – 59% Utilization	1
< 50% Utilization	0

CURRENT FIT AND ITS RELATIONSHIP TO THE GUIDING PRINCIPLES

GP1: Focus on equity planning.

The amount of GSF should be equitably distributed so that all students have access to schools that are not overcrowded.

GP2: Build facilities around quality educational programs.

A neighborhood cluster that exhibits a high indication of need for current fit may show that it lacks sufficient space for programming options beyond standard classroom space. To support specialty programming like the arts, technology and physical education, more space per student is needed than in typical classrooms.

GP3: Align Investments with Projected Student Demand.

Clusters that are designated as high need are at their designed capacity or over capacity and, therefore, cannot support additional demand.

ASSESSMENT OF NEED

CURRENT FIT

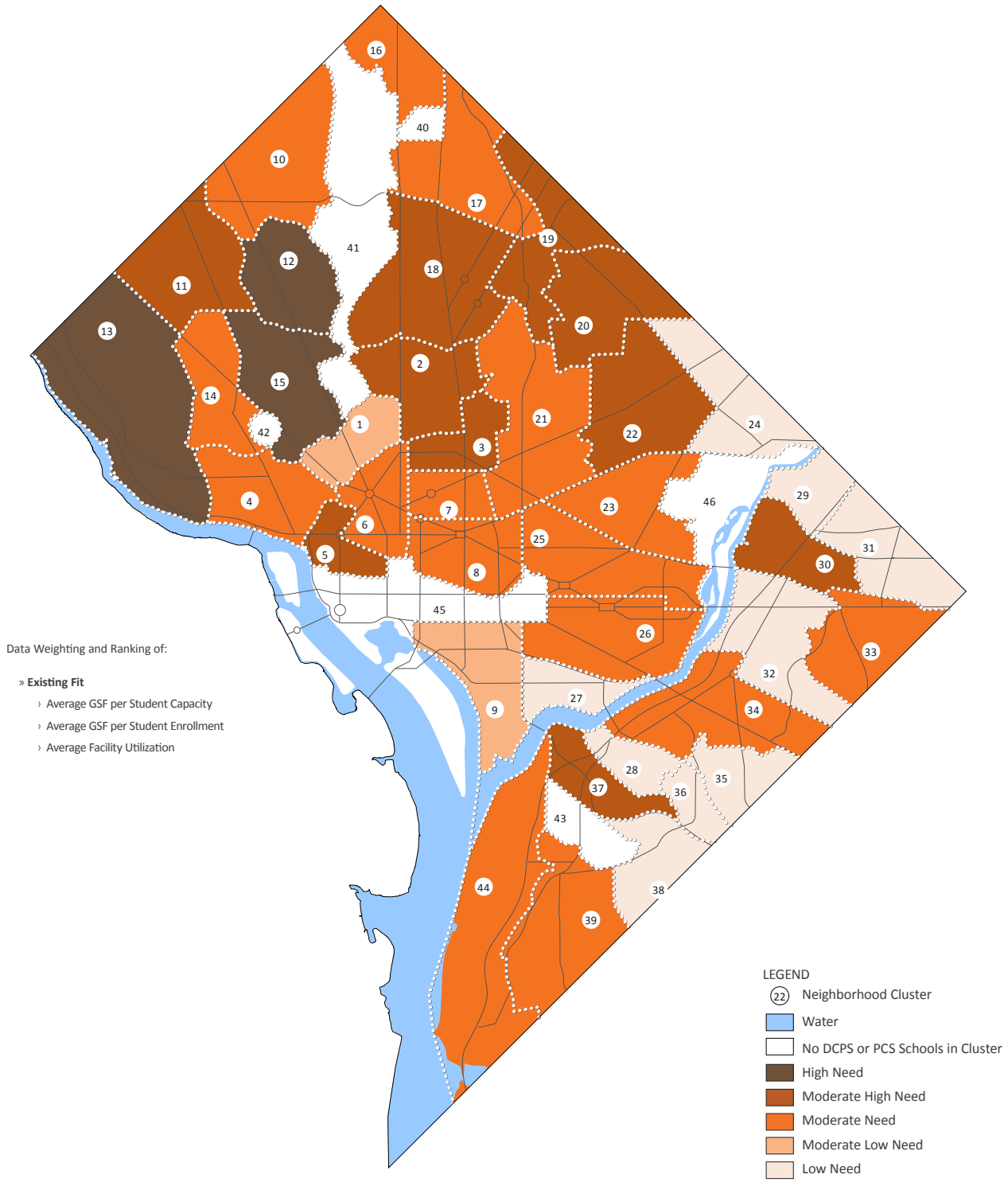

Figure 6.1

2017 PROJECTED FIT

How well will the existing DCPS and charter school facilities accommodate student enrollment in 2017? This section answers that question with scoring of neighborhood clusters based on enrollment changes and needs.

ENROLLMENT CHANGE

The neighborhood clusters that are projected to have the highest increase of students are determined to have the highest need.

Scoring is based upon the degree of change in enrollment with the lowest being set at zero if a decline in enrollment is expected. The difference in change is divided into quintiles or fifths. If a neighborhood cluster is projected to decline in enrollment, that cluster will receive a score of zero (0). The scale for this measure is as follows:

Enrollment Change (Weight 3)	Score
1,737 – 2,170 Enrollment Increase	5
1,303 – 1,736 Enrollment Increase	4
869 – 1,302 Enrollment Increase	3
435 – 868 Enrollment Increase	2
1 – 435 Enrollment Increase	1
0 Enrollment Increase	0

Unmet Need

In what neighborhood clusters will extra seats be needed to accommodate the projected student population? The clusters with the highest unmet need are determined to have the highest need.

Scoring is based on the greatest and lowest numbers of seats needed to meet forecasted student enrollment demand, with the lowest score set at zero (0) if the lowest number of seats is a negative number. The difference in the number of seats needed from the lowest to the highest is divided into quintiles. If a neighborhood cluster does not require any more seats, that cluster will receive a score of zero (0). The scale for this measure is as follows:

Unmet Need (Weight 8)	Score
1,598 – 1,996 Seats Needed	5
1,199 – 1,597 Seats Needed	4
799 – 1,198 Seats Needed	3
400 – 798 Seats Needed	2
1 – 399 Seats Needed	1
0 Seats Needed	0

Pre-School Unmet Need

In what neighborhood clusters will extra seats be needed to accommodate the forecasted pre-school student population? The clusters with the highest unmet need are determined to have the highest need.

Scoring is based on the greatest and lowest numbers of seats needed with the lowest score set at zero if the lowest number of seats is a negative number. The difference in the number of seats needed from the lowest to the highest is divided into quintiles. If a neighborhood cluster does not require any more seats, that cluster will receive a score of zero (0). The scale for this measure is as follows:

Pre-School Unmet Need (Weight 4)	Score
679 – 848 Seats Needed	5
510 – 678 Seats Needed	4
340 – 509 Seats Needed	3
171 – 339 Seats Needed	2
1 – 170 Seats Needed	1
0 Seats Needed	0

2017 PROJECTED FIT AND ITS RELATIONSHIP TO THE GUIDING PRINCIPLES

GP1: Focus on equity planning.

Capital resources should be allocated to neighborhood clusters showing strong forecasted demand.

GP3: Align investments with projected student demand.

This guiding principle was created specifically to respond to forecasted student demand.

GP4: Invest in cradle-to-career educational opportunities.

Clusters designated as “low need” may have enough facility space to accommodate additional community programs, such as pre-K and work training.

ASSESSMENT OF NEED

2017 PROJECTED FIT

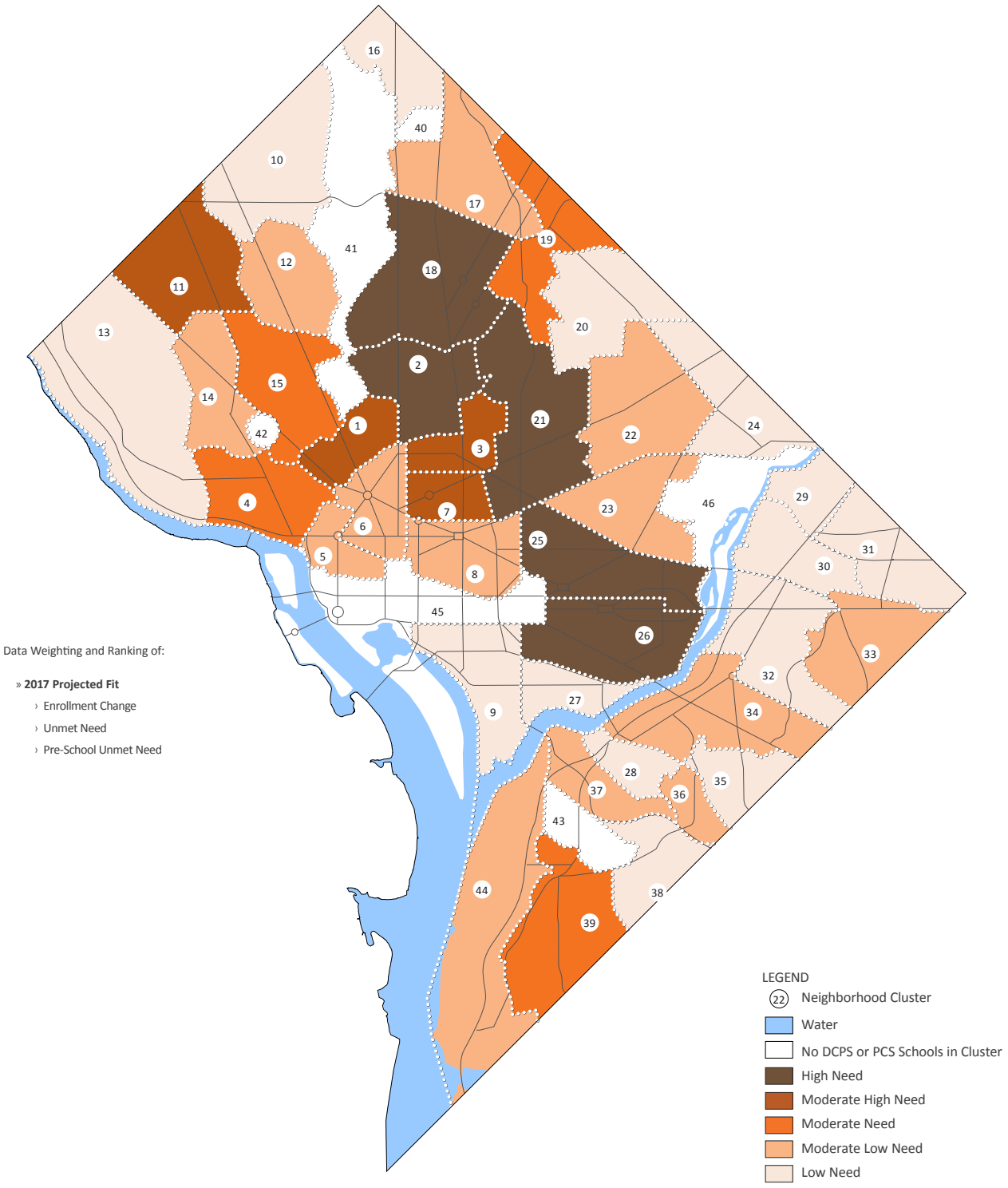

Figure 6.2

1998-2012 DCPS MODERNIZATION EQUITY

Where have DCPS modernization dollars been spent? Where do dollars need to be spent in order to ensure all DC public schools are high quality facilities? This section looks at school needs based on funds allotted to students and facilities.

DOLLARS SPENT PER ENROLLED STUDENT (DCPS ONLY)

How much money per enrolled student has been spent at each facility? The facilities with the lowest dollars spent per student are determined to have the highest need.

Scoring is based on the greatest and lowest amounts of money spent per enrolled student. The scale maximum is set at $65,00 per enrolled student, meaning that if more than $65,000 is spent per enrolled student, there is no need and the score is zero. The difference in the amount of money spent per enrolled student from the lowest to $65,000 is divided into quintiles. The scale for this measure is as follows:

Dollars per Enrolled Student (Weight 5)	Score
<= $14,478 per Enrolled Student	5
$14,479 – $27,109 per Enrolled Student	4
$27,110 – $39,739 per Enrolled Student	3
$39,740 – $52,370 per Enrolled Student	2
$52,371 – $65,000 per Enrolled Student	1
> $65,000	0

DOLLARS SPENT PER STUDENT CAPACITY (DCPS ONLY)

How much money has been spent in each facility based on its capacity? The facilities with the lowest dollars spent per student capacity are determined to have the highest need.

Scoring is based on the greatest and lowest amounts of money spent per student capacity. The scale maximum is set at $50,000 per student capacity, meaning that it is more than $50,000 is spent per student capacity, there is no need and the score is zero. The $50,000 is about 80 percent of the $65,000 maximum set for dollars spent per enrolled student. This amount is in keeping with the 80 percent utilization target. Difference in the amount of money spent per student capacity from the lowest to the highest is divided into quintiles. The scale for this measure is as follows:

Dollars per Student Capacity (Weight 2)	Score
<= $12,026 per Student Capacity	5
$12,027 – $21,519 per Student Capacity	4
$21,520 – $31,013 per Student Capacity	3
$31,014 – $40,506 per Student Capacity	2
$40,507 – $50,000 per Student Capacity	1
> $50,000	0

DOLLARS SPENT PER GSF (DCPS ONLY)

How much money has been spent on each facility based on its size? The facilities with the lowest money spent per gross square foot (GSF) are determined to have the highest need.

Scoring is based upon the greatest and lowest amounts of money spent per GSF. The scale maximum is set at $250 per GSF, meaning that if more than $250 per GSF was spent, there is no need and the score is zero. The difference in the amount of money spent per GSF from the lowest to the highest is divided into quintiles. The scale for this measure is as follows:

Dollars per GSF (Weight 8)	Score
<= $50 per GSF	5
$51-$100 per GSF	4
$101-$150 per GSF	3
$151-$200 per GSF	2
$201-$250 per GSF	1
> $250 per GSF	0

MODERNIZATION EQUITY AND ITS RELATIONSHIP TO THE GUIDING PRINCIPLES

GP1: Equity-focused planning

It is important to the District to equitably distribute resources across the city. Central to this, analyzing equitable allocation of resources to determine where the dollars have been spent to date on facility modernizations.

ASSESSMENT OF NEED

1998-2012 DCPS MODERNIZATION EQUITY

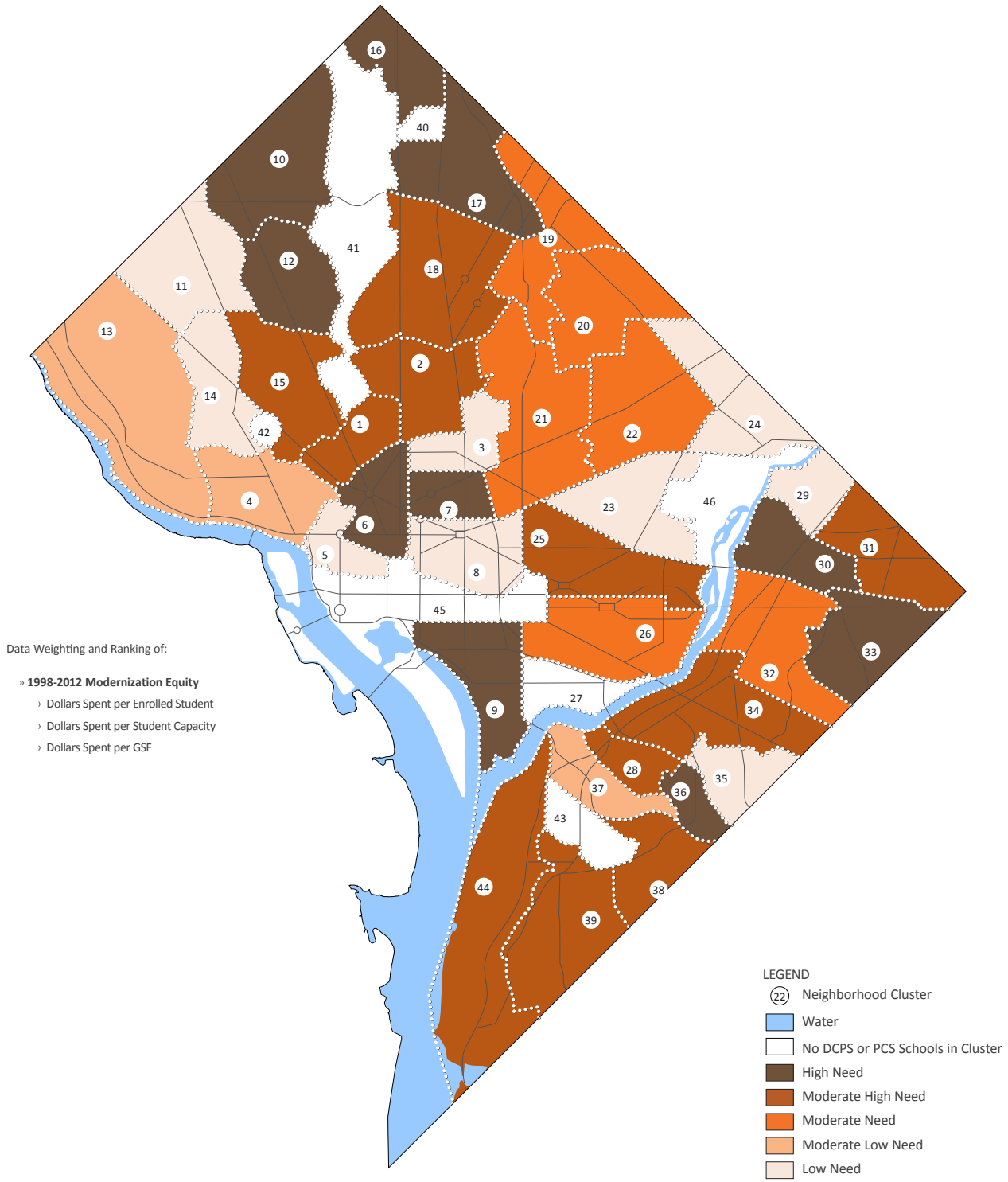

Figure 6.3

NEIGHBORHOOD CLUSTER CHARACTERISTICS

Various neighborhood characteristics influence the measurement of need. The distance traveled to school and the number of children per acre, now and in the future, are characteristics used in this study.

TRAVEL DISTANCE

This measure scores the average distance traveled to school for each student by neighborhood cluster for elementary, middle, and high schools. The neighborhood clusters with the greatest travel distance have the greatest need.

Three scales were developed for elementary, middle, and high schools. The minimum distance traveled before a cluster is classified as having a need is different for each school type. This minimum scale is set as follows: one mile for elementary schools; two miles for middle schools; and three miles for high schools. The difference in the established minimum for each school type and the greatest distance traveled for each school type is then divided into quintiles. For each neighborhood cluster, the scores were averaged. The scales for this measure are as follows:

High School Travel Distance

High School Travel Distance (Weight 5)	Score
5.55 – 6.19 Miles Traveled	5
4.91 – 5.54 Miles Traveled	4
4.28 – 4.90 Miles Traveled	3
3.64 – 4.27 Miles Traveled	2
3.01 – 3.63 Miles Traveled	1
<= 3 Miles Traveled	0

Middle School Travel Distance

High School Travel Distance (Weight 5)	Score
5.70 – 6.63 Miles Traveled	5
4.78 – 5.69 Miles Traveled	4
3.85 – 4.77 Miles Traveled	3
2.93 – 3.84 Miles Traveled	2
2.01 – 2.92 Miles Traveled	1
<= 2 Miles Traveled	0

Elementary School Travel Distance

High School Travel Distance (Weight 5)	Score
4.00 – 4.75 Miles Traveled	5
3.25 – 3.99 Miles Traveled	4
2.50 – 3.24 Miles Traveled	3
1.75 – 2.49 Miles Traveled	2
1.01 – 1.74 Miles Traveled	1
<= 1 Mile Traveled	0

CURRENT NO. OF SCHOOL-AGED CHILDREN PER ACRE

The school-aged children per acre is determined by dividing the total number of school-aged children by the total acreage in the neighborhood cluster. The clusters with the greatest number of school-aged children per acre have the greatest need.

Scoring is based upon the greatest and lowest number of school-aged children per acre. The difference in the number of children per acre is divided into quintiles. The score for this measure is as follows:

Children per Acre (Weight 10)	Score
3.65 – 4.48 Children per Acre	5
2.81 – 3.64 Children per Acre	4
1.97 – 2.80 Children per Acre	3
1.13 – 1.96 Children per Acre	2
<= 1.12 Children per Acre	1

2017 PROJECTED NO. OF SCHOOL-AGED CHILDREN PER ACRE

The 2017 projected number of school-aged children per acre is determined by dividing the projected number of school-aged children by the total acreage in the neighborhood cluster. The clusters with the greatest projected number of school-aged children per acre have the greatest need.

Scoring is based upon the greatest and lowest number of school-aged children per acre. The difference in the number of children per acre is divided into quintiles. The score for this measure is as follows:

Children per Acre (Weight 5)	Score
4.96 – 6.09 Children per Acre	5
3.81 – 4.95 Children per Acre	4
1.67 – 3.80 Children per Acre	3
1.52 – 2.66 Children per Acre	2
<= 1.51 Children per Acre	1

NEIGHBORHOOD CLUSTER CHARACTERISTICS AND THEIR RELATIONSHIP TO GUIDING PRINCIPLES

GP5: Increase collaboration and partnership among service providers.

DCPS and charter schools should coordinate efforts to ensure every child in every neighborhood has access to a high quality school.

GP6: Create community-centered schools.

When every community has a high quality school in its center, travel distance will decrease.

ASSESSMENT OF NEED

NEIGHBORHOOD CLUSTER CHARACTERISTICS

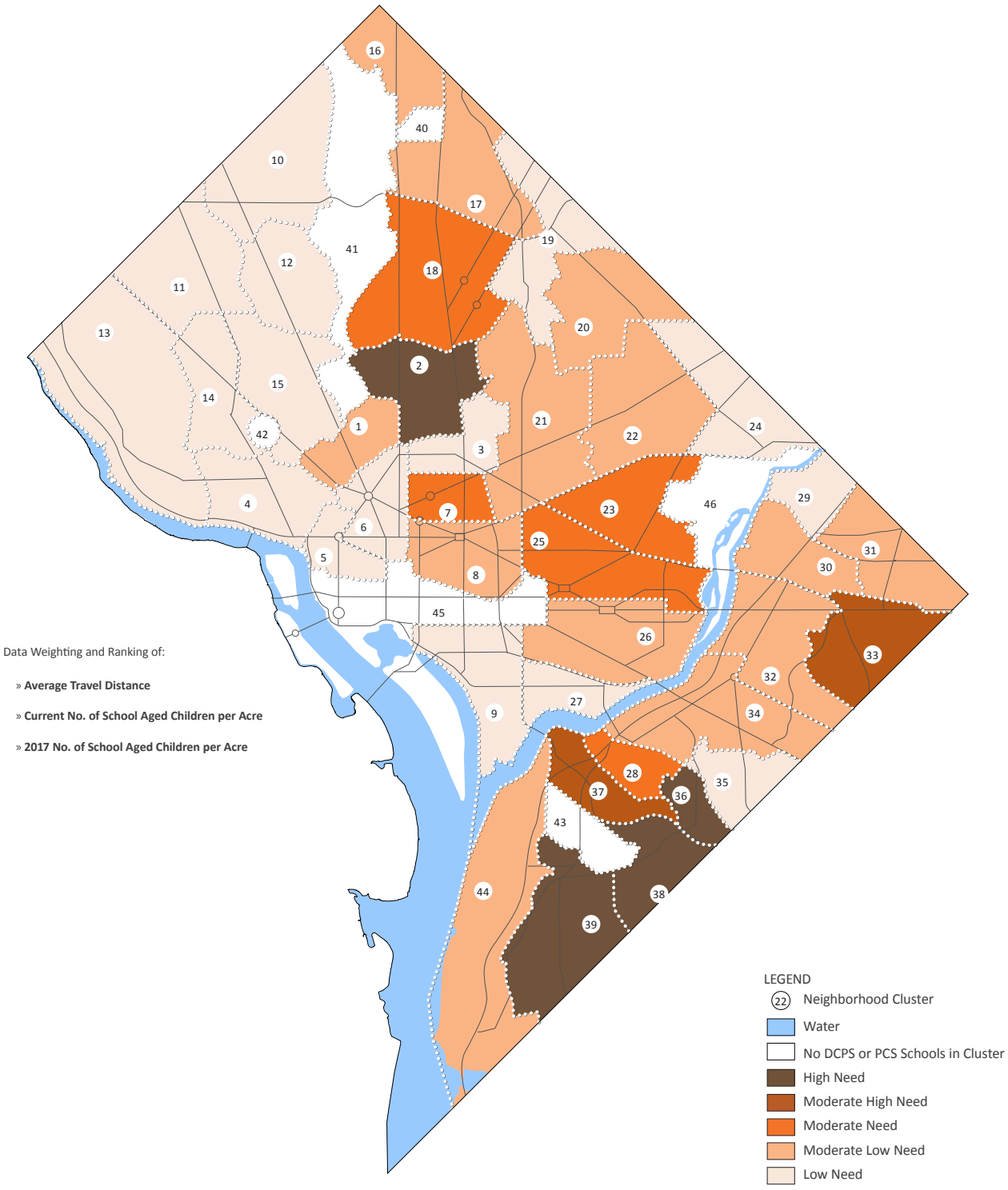

Figure 6.4

FACILITY CONDITION AND QUALITY

What is the physical condition of the facility? How does the facility encourage quality education? These questions are answered in this section by scoring DCPS school settings.

FACILITY CONDITION

What is the physical state of the facility, considering elements such as the roof, windows and heating and cooling system? The facilities with the highest physical condition score are determined to have the greatest need. This measure pertains only to the DCPS only through the 2008 FCI (see chapter 5 for further explanation). There was no relevant data for charter schools.

The scale below is the result of the data collection and interpretation as outlined in the Facility Condition section of Chapter 5.

Condition (Weight 5)	Score
>= 86% Condition Score	5
51% – 85% Condition Score	4
26% – 50% Condition Score	3
1% – 25% Condition Score Weight = 5	1

FACILITY QUALITY

What is the educational efficacy of the facility? Facility quality was measured differently for DCPS than for charter schools. For a thorough description, refer to Appendix G. The facilities with the highest quality score are determined to have the greatest need. The scale below is the result of the data collection and interpretation as outlined in the Facility Quality section of Chapter 5.

Quality (Weight 5)	Score
>= 70% Efficacy Score	5
54% – 69% Efficacy Score	4
39% – 53% Efficacy Score	3
20% – 38% Efficacy Score	2
1% – 19% Efficacy Score Weight = 5	1

FACILITY CONDITION AND QUALITY AND ITS RELATIONSHIP TO THE GUIDING PRINCIPLES

Facility condition and quality affect the safety and comfort of students and educators, and can limit programming. Facility condition and quality may also influence parent and student perceptions about school quality.

GP1: Focus on equity planning.

Every child in every neighborhood should have access to a high quality facility that is in good condition.

GP2: Build facilities around quality educational programs.

High quality facilities support high quality educational programming.

GP3: Align investments with projected student demand.

In areas with high student demand, it is critical that facilities are in good condition as they affect a higher percentage of students.

ASSESSMENT OF NEED

FACILITY CONDITION AND QUALITY

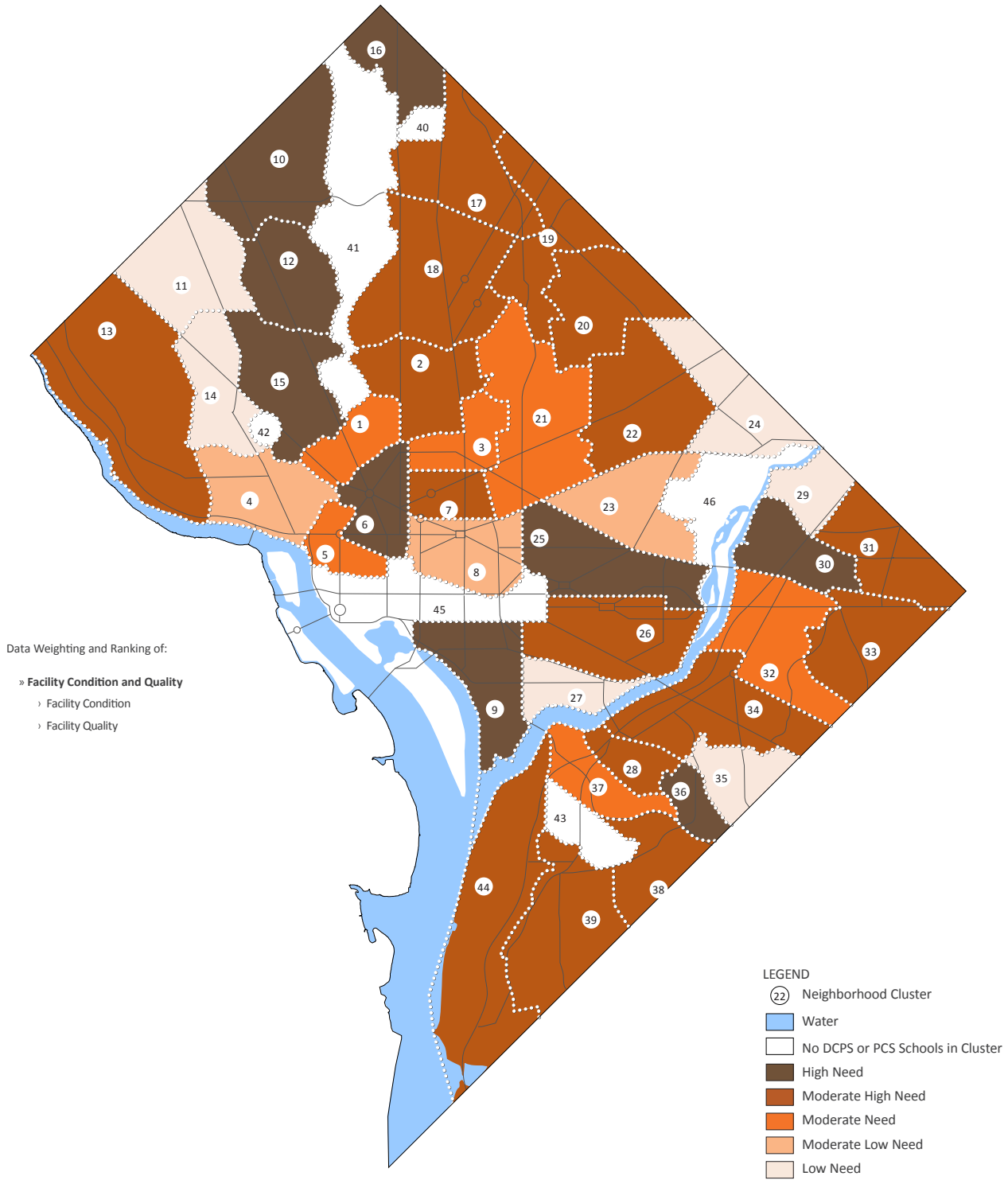

Figure 6.5

Facility Needs Measures and Weights in Relation to the Guiding Principles

Topic and Measure	Weight	Guiding Principles (in priority order): Equity Focused Planning	Build Facilities around Quality Educational Programs	Align Investments with Projected Student Demand	Invest in the Commitment to Cradle to Career Educational Opportunities	Increase Collaboration and Partnership among Service Providers	Community Centered Schools
Existing Fit	**10**						
1. Average GSF per Enrolled Student	4	X	X	X			
2. Average GSF per Student Capacity	2	X	X	X			
3. Average Utilization (Enrolled Student / Student Capacity)	4	X	X	X			
2017 Projected Fit	**15**						
4. Enrollment Change	3			X			
5. Unmet Need	8			X			
6. Pre-School Unmet Need	4			X	X		
1998-2012 Modernization Equity	**15**						
7. Dollars Spent per Enrolled Student	5	X					
8. Dollars Spent per Student Capacity	2	X					
9. Dollars Spent per GSF	8	X					
Neighborhood Cluster Characteristics	**20**						
10. Travel Distance	5	X				X	X
11. Current No. of School-Aged Children per Acre	10	X				X	
12. 2017 Projected No. of School-Aged Children per Acre	5			X		X	
Facility Condition and Quality	**10**						
13. Condition	5	X	X	X			
14. Quality	5	X	X	X			
TOTAL WEIGHTS	**70**						

Figure 6.6

ASSESSMENT OF NEED

COMBINED ASSESSMENT OF NEED

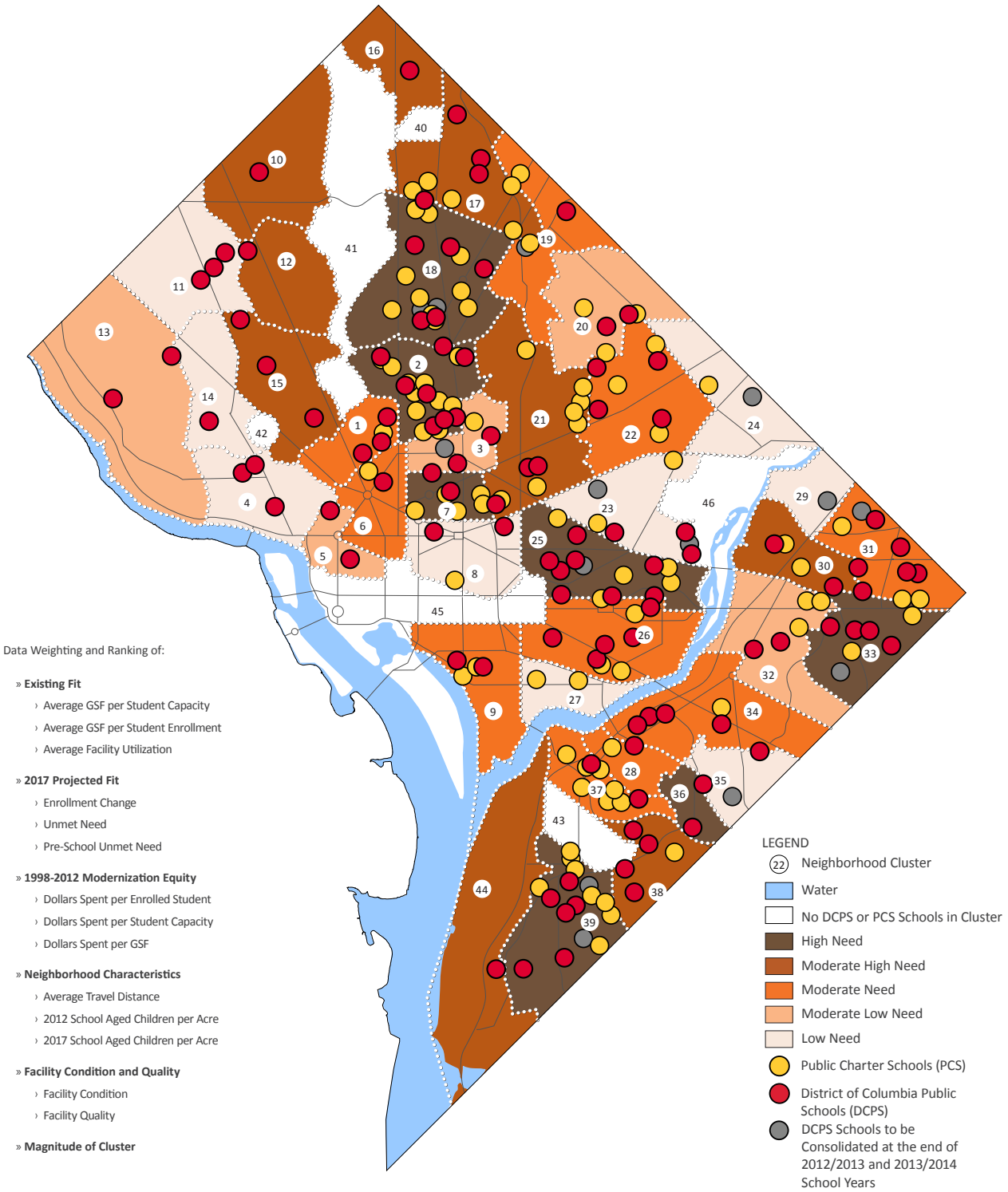

Figure 6.7

CHAPTER 7

Recommendations







STRATEGIC INVESTMENTS

The recommendations of this Master Facilities Plan are grounded in stakeholder input and aimed at providing equitable access to a quality school for every student in the District.

To achieve this goal, the plan proposes a number of strategic recommendations, both short-term and long-term, to address the greatest needs suggested by the data.

Much of the work of the plan focused on developing a process for making strategic facility investments informed by a comprehensive set of data and extensive stakeholder engagement. The recommendations are offered in the spirit of lessons learned and opportunities revealed through our work that will make future plans even more strategic and robust.

AREAS OF GREATEST NEED

The findings of greatest need are geographically based on the neighborhood cluster. This apolitical geographic unit extends across wards and is large enough to include multiple schools, both DCPS and charters, and small enough to analyze the city at a grain that reveals patterns of need across the city. Since the neighborhood cluster has also been used by other studies conducted by the city, the findings of this study can be considered alongside that other work.

The areas of greatest need were defined by the data synthesis of needs in the Prioritization Framework discussed in Chapter 6.

Throughout the recommendations that follow, the phrase "areas of greatest need" refers to the neighborhood clusters in Figures 7.1 and 7.2.

NEIGHBORHOOD CLUSTERS ASSESSED WITH THE GREATEST NEED

Cluster 2 | Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View

Cluster 7 | Shaw, Logan Circle

Cluster 18 | Brightwood Park, Crestwood, Petworth

Cluster 25 | Union Station, Stanton Park, Kingman Park

Cluster 33 | Capitol View, Marshall Heights, Benning Heights

Cluster 36 | Woodland/Fort Stanton, Garfield Heights, Knox Hill

Cluster 39 | Congress Heights, Bellevue, Washington Highlands

ASSESSMENT OF NEED

COMBINED ASSESSMENT OF NEED

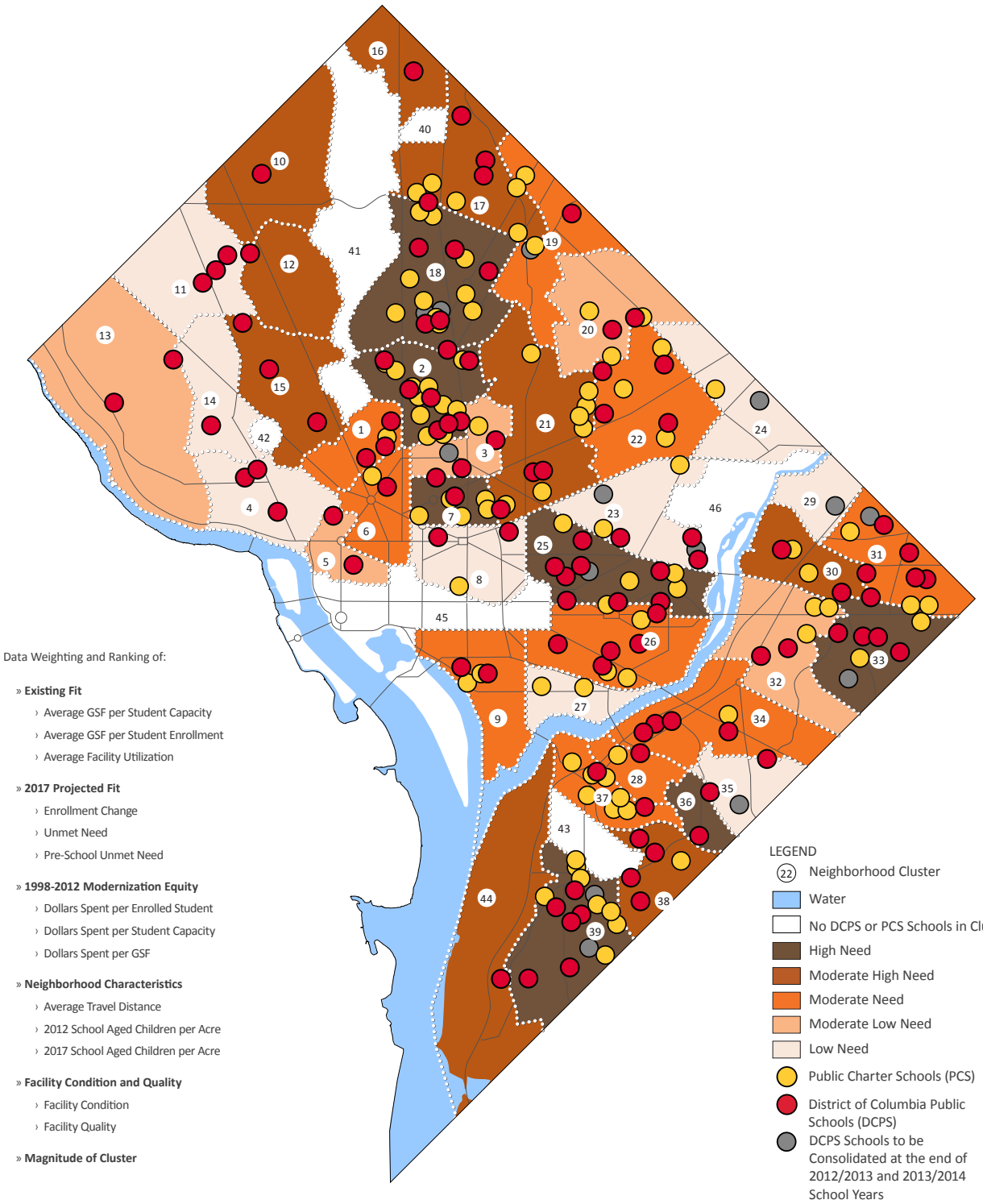

Figure 7.1

Cluster Number	Cluster Name	DCPS Schools	Charter Schools	Category of Highest Need
2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View	• Bancroft Elementary School • Benjamin Banneker Senior High School • Bruce-Monroe Elementary School at Park View • Cardozo Senior High School • Columbia Heights Education Campus • Meyer Elementary School • Tubman Elementary School	• AppleTree Early Learning PCS: Columbia Heights • Carlos Rosario International PCS • Cesar Chavez PCS: Bruce Prep Campus • Creative Minds PCS • DC Bilingual PCS: Columbia • DC Bilingual PCS: 14th Street • E.L. Haynes PCS: Georgia Avenue • LAYC Career Academy PCS • Shining Stars Montessori Academy PCS • The Next Step: El Proximo Paso PCS • YouthBuild LAYC PCS	• Current capacity significantly below 2017 projected enrollment • Modernization Equity • Neighborhood children travelling long distances to go to school • Facility quality and condition need to be improved
7	Shaw, Logan Circle	• Garrison Elementary School • Seaton Elementary School • Shaw Junior High School	• Center City PCS: Shaw Campus • Community Academy PCS: Butler Bilingual • KIPP DC: Grow, Lead, WILL	• Current capacity significantly below 2017 projected enrollment • Modernization Equity • Facility quality and condition need to be improved
18	Brightwood Park, Crestwood, Petworth	• Barnard Elementary School • Brightwood Education Campus • MacFarland Middle School • Powell Elementary School • Raymond Education Campus • Roosevelt Senior High School • Sharpe Health School • Truesdell Education Campus • West Education Campus	• Bridges PCS • Center City PCS: Petworth Campus • Community Academy PCS: Amos I • Community Academy PCS: Amos II • Community Academy PCS: Online • E.L. Haynes PCS: Kansas Avenue • Hospitality Senior High PCS • Washington Latin PCS: Middle School Campus (Decatur) • Washington Latin PCS: Upper School Campus (Upshur)	• Current capacity significantly below 2017 projected enrollment • Modernization Equity • Facility quality and condition need to be improved
25	Union Station, Stanton Park, Kingman Park	• Capitol Hill Montessori at Logan • Eliot-Hine Middle School • J.O. Wilson Elementary School • Ludlow-Taylor Elementary School • Miner Elementary School • Peabody Elementary School (Capitol Hill Cluster) • Prospect Learning Center • School-Within-A-School at Logan • Stuart-Hobson Middle School (Capitol Hill Cluster) • Washington Metropolitan High School	• AppleTree Early Learning PCS: Oklahoma Ave. • Friendship PCS: Blow-Pierce Elementary & Middle • Options PCS: Middle and High School • Two Rivers PCS: Upper and Lower	• Current capacity significantly below 2017 projected enrollment • Modernization Equity • Facility quality and condition need to be improved
33	Capitol View, Marshall Heights, Benning Heights	• C.W. Harris Elementary School • Davis Elementary School • Fletcher-Johnson Education Campus • Nalle Elementary School • Plummer Elementary School	• KIPP DC: KEY, LEAP, Promise • Maya Angelou PCS: Evans High School • Maya Angelou PCS: Evans Middle • Maya Angelou PCS: Young Adult Learning Center	• Modernization Equity • Neighborhood children travelling long distances to go to school • Facility quality and condition need to be improved
36	Woodland/Fort Stanton, Garfield Heights, Knox Hill	• Garfield Elementary School • Stanton Elementary School		• Modernization Equity • Neighborhood children travelling long distances to go to school • Facility quality and condition need to be improved
39	Congress Heights, Bellevue, Washington Highlands	• Ballou Senior High School • Ferebee-Hope Elementary School • Hart Middle School • Hendley Elementary School • King Elementary School • M.C. Terrell/McGogney Elementary School • Patterson Elementary School • Simon Elementary School	• Achievement Preparatory Academy PCS • Center City PCS: Congress Heights Campus • Eagle Academy PCS: The Eagle Center at McGoney • Early Childhood Academy PCS: Walter Washington Campus • Friendship PCS: Southeast Elementary Academy • Friendship PCS: Technology Preparatory Academy • Imagine Southeast PCS • National Collegiate Preparatory PCS	• Modernization Equity • Neighborhood children travelling long distances to go to school • Facility quality and condition need to be improved

Figure 7.2: Neighborhood Clusters with the Highest Facility Need

STRATEGIES TO ADDRESS NEEDS

Short-Term Strategies

The following are recommended strategies to address the needs outlined in this Master Facilities Plan over the next five years through adjustments to the Capital Improvement Plan (CIP). Some require relatively small investments for short-term gains.

ST1: TARGET CAPITAL RESOURCES FOR AREAS OF GREATEST FACILITY CONDITION AND QUALITY NEED WITH LARGE SCHOOL-AGE POPULATIONS, BUT LOW ENROLLMENT.

Areas where the most children live should receive priority for facility resources. In this way, public funds are used to benefit the greatest number of children.

Many charters would like to draw enrollment from the neighborhood in which they are located. Other charters are facing enrollment pressure and do not have space to expand where they are currently located. Capital expenditures should be directed to clusters with low enrollment but large school-age populations to help redistribute enrollment by creating a greater number of facilities of high quality to serve areas of large populations. No longer will students have to travel great distances to find a school of quality.

Rather than focus on a few neighborhoods where enrollment has been historically high, this redistribution of resources ensures that parents and students will have a high quality school facility to choose from in every neighborhood.

ST2: PRIORITIZE FACILITY RESOURCES FOR SCHOOLS THAT SERVE MIDDLE SCHOOL GRADES IN AREAS OF GREATEST NEED.

The greatest dip in enrollment has been during the middle school years for both DCPS and charter schools. Prioritizing facility resources for middle schools, whether for full modernizations, additions to provide needed capacity or support programming, or new construction, would send a clear message about the value placed by the city on middle school education and could contribute to reversing this trend.

A focus on middle schools inspires confidence that there will be a school facility of quality to serve the surge of students currently in elementary school as they age.

Since there are fewer stand-alone middle schools and K-8 schools than elementary schools, it is feasible to have a quicker positive impact on this school type.

The improvements to the Takoma Education Campus, which saw enrollment and student performance increases after a complete modernization, could be repeated. Although the “Takoma Effect” cannot be directly attributed to modernization, its example represents a worthwhile investment to better prepare students for high school.

ST3: PILOT FACILITY SOLUTIONS TO SUPPORT INNOVATIVE PROGRAMMING.

Throughout both DCPS and charter schools, many leaders and educators are developing and executing innovative education programs in facilities that do not support the programming.

For example, at DCPS Kramer Middle School, the school leadership has developed a flipped classroom model where students spend half of a 90-minute schedule block working online on a set of exercises and projects to build mastery and the other half in a traditional instruction class. But the facility is ill-equipped to support the agile movement between a digital learning arrangement and a lecture arrangement.

To remedy this situation, a fund could be set up for facility improvements to support innovative education programming at both DCPS and charter schools. These small-scale renovations would then be observed and measured for their effectiveness and, if successful, used as a model for future modernizations.

ST4: IN CLUSTERS FORECASTED TO HAVE SCHOOL-AGE POPULATION INCREASES, SHARE UNDERUTILIZED SPACE IN DCPS FACILITIES WITH CHARTER SCHOOLS, COMMUNITY ORGANIZATIONS, AND OTHERS THAT USE SPACE TO PROVIDE STUDENTS WITH ACCESS TO WORKFORCE TRAINING.

Given the forecast for increases in school-age population, facilities that are currently underutilized may provide much needed capacity in the future, even within the five-year horizon of this plan.

Therefore, to make the most of the facility asset, under-utilized space could be leased to organizations that support the community in general or youth in particular. Such co-location may also enhance the student experience.

ST5: DEVELOP A BEST PRACTICES AND DESIGN GUIDELINES DOCUMENT FOR ALL PUBLIC EDUCATION FACILITIES - DCPS AND CHARTER.

Design guidelines for both DCPS and charter schools would establish the basic expectations for a quality public education facility, while allowing flexibility for specific programming needs of charter schools and specialized DCPS schools.

Design guidelines should draw on the most effective design strategies and lessons learned from the DCPS modernization program to date, highly effective design strategies from charter schools, and best practices nationwide.

Most buildings in the DCPS inventory and, by extension, many charters, were designed 40 or more years ago with only classroom spaces in mind. Therefore, many schools are not organized in ways to support the variety of space sizes and types required by contemporary teaching and learning. The design guidelines should identify the appropriate space needs for these programs so that future modernizations can properly address these needs.

Design guidelines should also address the space needs for special education services as well as partnerships with other education program providers. School leaders have been creative and entrepreneurial in using underutilized space in school buildings for programs that benefit their students. However, in many of the Education Facility Effectiveness Instrument (EFEI) walkthroughs (see Chapter 4 for more details), the planning team observed special education and enhancement programs operating in formerly under-utilized spaces that were not conclusive to these activities.

ST6: CREATE THE SPACE AND ENVIRONMENT FOR PROFESSIONAL EDUCATOR COLLABORATION WITHIN EACH SCHOOL.

DCPS has a professional learning community structure to support teacher collaboration and professional development, and many charters have similar programs. Research has shown that teachers are far more effective when they can collaborate with and learn from peers. To make this program even more effective, there should be high quality space for each professional learning community in every school.

High quality space for professional collaboration among educators will help create a physical environment that attracts and retains the best teachers, and supports a culture of collaboration and innovation.

Space needs should also be addressed for specialists, para-professionals and education partners providing enhancement programs.

Professional collaboration space could also be a place for educators from both DCPS and charter schools, as well as other service providers, to meet and share knowledge and best practices.

ST7: ESTABLISH A CONSISTENT AND STREAMLINED DATA COLLECTION AND MANAGEMENT PROCESS FOR FACILITIES.

This Master Facilities Plan gathers comprehensive data on school facilities, including information on capacity, building conditions and demographic changes. Currently, facilities-related data is dispersed across numerous agencies, not updated regularly, if it is gathered at all, and difficult to access. As an example, the Department of General Services is in the process of updating school facilities conditions assessments for all publicly owned and operated schools, and consolidating this information into its property management database of public assets.

DCPS and charter schools have different ways of measuring capacity. The Public Charter School Board must establish a facilities registry, as required by law, to capture growth plans and facility conditions for public charter schools. The Office of the State Superintendent of Education collects enrollment data. The State Data Center in the DC Office of Planning develops population forecasts and tracks demographic changes. This data should be consolidated and updated on a regular basis so that decision-makers can use it to allocate resources more effectively and efficiently.

ST8: THE MAIN ENTRANCE, LOBBY AND RECEPTION AREA SHOULD BE INCLUDED IN EVERY PHASE 1 MODERNIZATION.

Among the DCPS schools yet to be modernized, facilities consistently received low scores for the EFEI pattern called "Welcoming Entrance."

The entrance through which students and visitors pass each day sets the tone for the entire school environment. A front door that is transparent to the street communicates a degree of welcome and openness, compared to a set of solid doors without handles that raise the suspicion of danger and completely shut out the community. An entrance that celebrates student achievement and school culture instills pride in students and community.

For a relatively small investment, the face of every school yet to be modernized could be transformed, ushering in a new era and welcoming students and visitors to engage in school activities.

Long-Term Strategies

Some of the recommended strategies for addressing the needs outlined in this Master Facilities Plan reach beyond the five-year horizon of this report. These strategies may demand longer-term planning and may require more interagency coordination in order to be implemented. However, all of the strategies are essential to addressing the systemic issues that have led to some of the most acute needs identified in this report.

LT1: REASSESS THE PHASED MODERNIZATION APPROACH.

The phased modernization approach has been remarkably successful in improving the quality of the learning environment in the majority of DCPS facilities within a very short period of time. However, the quality of the learning environment and the investment in lighting, finishes and furniture are often undermined by the condition of the building systems which are not addressed in the first phase of modernization.

Since no Phase 2 modernizations have been completed, there is an opportunity to carefully redefine select modernizations to include work on building systems or fully modernize certain facilities in clusters of greatest need.

A Phase 1 modernization may be insufficient to fully address the needs of facilities in areas of greatest need. Many of these schools are forecast to have strong enrollment pressures and the building systems, access for people with disabilities and building enclosures should be addressed to meet the increased demand.

LT2: ALLOW FOR A SCHOOL DEVELOPMENT APPROACH THAT CAN INCLUDE ADDITIONAL SITE OR FACILITY USES.

Where conditions allow, encourage more co-location and mixed-use development of school facilities. Co-located uses might include other schools or other public institutions, such as public libraries and community centers. They could incorporate private institutions of allied interest, such as Boys and Girls Clubs, YMCAs or arts institutions. Private development, such as commercial space, senior residential space and market-rate housing, is another proven segment to have been successfully co-located with schools around the country and in the District of Columbia that can greatly reduce the financial burden of school development.

A mixed-use development approach could reduce the capital expenditure required by the city for the construction of DCPS facilities and make the financing of charter facilities more viable. It can create opportunities for co-location of uses that could support students before and after school, enhance learning and maximize the use of facilities outside of the school calendar.

Co-location of public institutions and community resources would also help position schools as community resources, even for those residents without students in the system.

LT3: AS PART OF EACH SUBSEQUENT MFP, CONVENE A WORKING GROUP OF STAKEHOLDERS TO ASSESS AND REFRESH THE PRINCIPLES THAT GUIDE THE PLAN.

The landscape of education programming, facilities, and student needs is changing with every passing year. While the principles noted in this facilities plan provide a valuable guide for making decisions about capital investments and improvements, over time the guiding principles will need to be refreshed based on the latest thinking and conditions around public education in the District of Columbia.

The working group was an invaluable asset in the formulation of this MFP. In the future, it will be important to continue to have a dialogue with objective stakeholders representing all aspects of public education in the District. A working group made of school leaders, agencies, Board of Education members, and community stakeholders should be convened to reassess the guiding principles and provide fresh guidance for subsequent facilities planning documents.

ACKNOWLEDGEMENTS

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WORKING GROUP

The Public Education Master Facilities Plan Working Group informed and supported stakeholder groups involved in the development of a master facilities plan for public education in the District of Columbia. The Working Group provided the DC Deputy Mayor for Education (DME) with clear and sound advice on a tool to help decision makers and citizens of the District of Columbia allocate resources in an efficient and equitable manner to improve student outcomes. While the Working Group served in an advisory capacity, the DME sought specific advice from the group as to the criteria to apply when making strategic decisions about public education facilities.

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APPENDIX A:

SCHOOL LISTING

School Name	Agency	Grades	Neighborhood Cluster	Address	Gross Square Footage (GSF)	Capacity	Enrollment (SY2011-12)	Utilization	Modernization Type	2008 DCPS Facility Condition Index (See Appendix G)	2012-2013 DCPS Facility Condition Index**
Achievement Preparatory Academy PCS	PCS	4-8	39	908 Wahler Place, SE 2nd Floor 20032	27,000	300	202	67%	n/a	n/a	n/a
Aiton Elementary School	DCPS	PS-5	31	533 48th PL., NE, Washington, DC 20019	57,100	442	269	61%	None	Unsatisfactory	Fair
Amidon-Bowen Elementary School	DCPS	PK-5	9	401 Eye St., SW, Washington, DC 20024	70,800	400	254	64%	Phase 1	Poor	TBD
Anacostia Senior High School	DCPS	9-12	34	1601 16th St., Washington, DC 20020	207,000	1,200	784	65%	Full	Good	TBD
AppleTree Early Learning PCS - Lincoln Park	PCS	PS-PK	26	138 12th Street, NE 20019	8,975	160	60	38%	n/a	n/a	n/a
AppleTree Early Learning PCS - Oklahoma Ave.	PCS	PS-PK	25	330 21st Street, NE 20002	15,866	160	158	99%	n/a	n/a	n/a
AppleTree Early Learning PCS -Parkland	PCS	PS-PK	38	2011 Savannah Street, SE 20020	7,484	160	80	50%	n/a	n/a	n/a
AppleTree Early Learning PCS - Amidon	PCS	PS-PK	9	401 I Street, SW 20024	2,200	160	41	26%	n/a	n/a	n/a
AppleTree Early Learning PCS - Columbia Heights	PCS	PS-PK	2	2750 14th Street, NW 20009	12,204	160	158	99%	n/a	n/a	n/a
AppleTree Early Learning PCS - Douglas Knoll	PCS	PS-PK	38	2017 Savannah Terrace, SE 20020	9,677	160	86	54%	n/a	n/a	n/a
AppleTree Early Learning PCS - Riverside	PCS	PS-PK	9	680 I Street, SW 20024	3,600	160	40	25%	n/a	n/a	n/a
Arts & Technology Academy PCS	PCS	PS-5	31	5300 Blaine St., NE, Washington, DC 20019	70,000	633	602	95%	n/a	n/a	n/a
Ballou Senior High School	DCPS	9-12	39	3401 4th St., SE, Washington, DC 20032	271,300	1,400	1,830	131%	Full	Good	TBD
Bancroft Elementary School	DCPS	PS-5	2	1755 Newtwon St., NW, Washington, DC 20010	79,800	563	463	82%	None	Unsatisfactory	Fair
Barnard Elementary School	DCPS	PS-5	18	430 Decatur St., NW, Washington, DC 20011	72,500	520	482	93%	Full (Pre 2008)	Fair	TBD
BASIS DC PCS	PCS	5-8	8	412 8th Street, NW 20004	42,000	511	445	87%	n/a	n/a	n/a
Beers Elementary School	DCPS	PS-5	34	3600 Alabama Ave., SE, Washington, DC 20020	77,500	465	386	83%	None	Unsatisfactory	Fair
Benjamin Banneker Senior High School	DCPS	9-12	2	800 Euclid St., NW, Washington, DC 20001	180,000	620	413	67%	Future Full	Unsatisfactory	Fair
Booker T. Washington PCS for the Technical Arts	PCS	9-12	3	1346 Florida Ave., NW, Washington, DC 20009	35,000	368	408	111%	n/a	n/a	n/a
Brent Elementary School	DCPS	PS-5	26	301 North Carolina Ave., SW, Washington, DC 20003	47,500	325	347	107%	Phase 1	Unsatisfactory	TBD
Bridges PCS	PCS	PS-K	18	1250 Taylor Street NW	9,830	86	86	100%	n/a	n/a	n/a
Brightwood Education Campus	DCPS	PS-8	18	1300 Nicholson St., NW, Washington, DC 20011	86,120	550	549	100%	Full	Fair	TBD
Brookland	DCPS		20	1150 Michigan Ave., NE	98,200	332	n/a	n/a	n/a	n/a	TBD
Brookland Education Campus at Bunker Hill	DCPS	PS-8	20	1401 Michigan Ave., NE, Washington, DC 20017	69,400	480	304	63%	Phase 1	Unsatisfactory	TBD
Browne Education Campus	DCPS	PS-8	23	850 26th St., NE, Washington, DC 20002	215,400	804	384	48%	None	Poor	Fair
Bruce-Monroe Elementary School at Park View	DCPS	PS-5	2	3560 Warder St., NW, Washington, DC 20010	82,200	450	459	102%	Phase 1	Unsatisfactory	TBD
Burroughs Education Campus	DCPS	PS-8	22	1820 Monroe St., NE, Washington, DC 20018	63,900	450	296	66%	Phase 1	Unsatisfactory	TBD
Burrville Elementary School	DCPS	PS-5	31	801 Division Ave., NE, Washington, DC 20019	95,000	400	368	92%	Phase 1	Unsatisfactory	TBD
C.W. Harris Elementary School	DCPS	PS-5	33	301 53rd St., SE, Washington, DC 20019	56,000	438	224	51%	None	Poor	Poor
Capital City PCS	PCS	PK-12	17	100 Peabody St., NW, 2nd Floor, Washington, DC 20011	168,000	950	634	67%	n/a	n/a	n/a
Capitol Hill Montessori at Logan	DCPS	PS-5	25	215 G St., NE, Washington DC 20002	47,200	330	211	64%	n/a	n/a	TBD
Cardozo Senior High School	DCPS	9-12	2	1200 Clifton St., NW, Washington, DC 20009	355,400	1,100	477	43%	Full	Fair	TBD
Carlos Rosario International PCS	PCS	Ungraded	2	1100 Harvard St., NW, Washington, DC 20009	78,990	2,389	1,808	76%	n/a	n/a	n/a
Center City PCS: Brightwood Campus	PCS	PK-8	17	6008 Georgia Ave., NW, Washington, DC 20011	37,000	238	231	97%	n/a	n/a	n/a
Center City PCS: Capitol Hill Campus	PCS	PK-8	26	1503 East Capitol St., SE, Washington, DC 20003	40,000	265	222	84%	n/a	n/a	n/a
Center City PCS: Congress Heights Campus	PCS	PK-8	39	220 Highview Pl., SE, Washington, DC 20032	27,000	261	244	93%	n/a	n/a	n/a
Center City PCS: Petworth Campus	PCS	PK-8	18	510 Webster St., NW, Washington, DC 20011	31,000	241	232	96%	n/a	n/a	n/a
Center City PCS: Shaw Campus	PCS	PK-8	7	711 N St., NW, Washington, DC 20001	29,000	238	237	100%	n/a	n/a	n/a
Center City PCS: Trinidad Campus	PCS	PK-8	23	1217 West Virginia Ave., NE, Washington, DC 20002	23,000	249	215	86%	n/a	n/a	n/a
Cesar Chavez PCS: Bruce Prep Campus	PCS	6-9	2	770 Kenyon St., NW, Washington, DC 20009	36,059	450	320	71%	n/a	n/a	n/a
Cesar Chavez PCS: Capitol Hill Campus	PCS	9-12	26	709 12th St., SE, Washington, DC 20003	40,000	430	392	91%	n/a	n/a	n/a
Cesar Chavez PCS: Parkside Campus	PCS	6-12	30	3701 Hayes St., NE, Washington, DC 20019	66,860	1,100	674	61%	n/a	n/a	n/a
Cleveland Elementary School	DCPS	PS-5	3	1825 8th St., NW, Washington, DC 20001	53,000	320	301	94%	Full (Pre 2008)	Poor	TBD
Columbia Heights Education Campus	DCPS	6-12	2	3101 16th St., NW, Washington, DC 20010	325,217	1,400	1,203	86%	Full (Pre 2008)	Fair	TBD
Community Academy PCS - Amos I	PCS	PS-5	18	1300 Allison St., NW, Washington, DC 20011	50,000	519	461	89%	n/a	n/a	n/a
Community Academy PCS - Amos II	PCS	PS-K	18	1351 Nicholson St., NW, Washington, DC 20011	55,000	285	137	48%	n/a	n/a	n/a
Community Academy PCS - Amos III	PCS	PS-8	21	1400 1st St., NW, Washington, DC 20001	140,000	900	488	54%	n/a	n/a	n/a
Community Academy PCS - Butler Bilingual	PCS	PS-5	7	5 Thomas Circle, NW, Washington, DC 20005	30,000	300	303	101%	n/a	n/a	n/a

*Scheduled to close per the DCPS Consolidation and Reorganization Plan

**2008 and 2013 FCI Studies were conducted by different organizations using different methodologies.

School Name	Agency	Grades	Neighborhood Cluster	Address	Gross Square Footage (GSF)	Capacity	Enrollment (SY2011-12)	Utilization	Modernization Type	2008 DCPS Facility Condition Index (See Appendix G)	2012-2013 DCPS Facility Condition Index**
Community Academy PCS - Online	PCS	PS-8	18	1351 Nicholson St., NW, Washington, DC 20011	0	195	111	57%	n/a	n/a	n/a
Community Academy PCS - Rand	PCS	PK-5				n/a	n/a	n/a	n/a	n/a	n/a
Coolidge Senior High School	DCPS	PS-8	17	6315 5th St., NW, Washington, DC 20011	271,300	1,105	547	50%	Future Full	Unsatisfactory	Fair
Creative Minds PCS	PCS	PS-2	2	3324 16th Street, NW 20010	17,808	105	105	100%	n/a	n/a	n/a
Davis Elementary School*	DCPS	PS-5	33	4430 H St., SE. Washington, DC 20019	71,100	449	184	41%	None	n/a	TBD
DC Bilingual PCS - 14th St	PCS			3029 14th Street NW	12,000	n/a	n/a	n/a	n/a	n/a	n/a
DC Bilingual PCS - Columbia	PCS	PK-5	2	1420 Columbia Rd., NW, Washington, DC 20009	11,000	339	353	104%	n/a	n/a	n/a
DC Prep: Benning Campus	PCS	PS-3	32	100 41st St., NE, Washington, DC 20019	70,090	720	332	46%	n/a	n/a	n/a
DC Prep: Edgewood Elementary Campus	PCS	PK-3	21	707 Edgewood St., NE, Washington, DC 20017	50,000	426	410	96%	n/a	n/a	n/a
DC Prep: Edgewood Middle Campus	PCS	4-8	21	701 Edgewood St., NE, Washington, DC 20017	39,746	300	280	93%	n/a	n/a	n/a
DC Scholars	PCS	PS-3	18	5601 E Capitol Street, SE 20011	19,500	200	183	92%	n/a	n/a	n/a
Deal Middle School	DCPS	7-8	11	3815 Fort Dr., NW, Washington, DC 20016	181,000	1,090	1,014	93%	Full	Good	TBD
Drew Elementary School	DCPS	PS-5	31	5600 Eads St., NE, Washington, DC 20019	72,800	445	181	41%	Phase 1	Unsatisfactory	TBD
Duke Ellington School of the Arts	DCPS	9-12	4	3500 R St., NW, Washington, DC 20007	167,500	500	517	103%	Future Full	Unsatisfactory	TBD
Dunbar Senior High School	DCPS	9-12	21	1301 New Jersey Ave., NW, Washington, DC 20001	343,400	1,100	593	54%	Future Full	Unsatisfactory	TBD
E.L. Haynes PCS - Georgia Avenue	PCS	4-8	2	3600 Georgia Avenue, NW, Washington DC 20010	46,000	398	394	99%	n/a	n/a	n/a
E.L. Haynes PCS - Kansas Avenue	PCS	PS-10	18	4501 Kansas Avenue, NW 20011	83,000	557	403	72%	n/a	n/a	n/a
Eagle Academy PCS - The Eagle Center at McGoney	PCS	PS-3	39	3400 Wheeler Road, SE 20032	86,000	680	450	66%	n/a	n/a	n/a
Eagle Academy PCS- New Jersey Avenue	PCS	PS-1	27	1017 New Jersey Avenue, SE 20003	12,000	126	160	127%	n/a	n/a	n/a
Early Childhood Academy PCS - Johenning Campus	PCS	PS-3	29	4301 9th St. SE, Washington, DC 20032	15,600	250	135	54%	n/a	n/a	n/a
Early Childhood Academy PCS - Walter Washington Campus	PCS	PS-3	39		12,000	250	248	99%	n/a	n/a	n/a
Eastern Senior High School	DCPS	12	26	1700 East Capitol St., NE, Washington, DC 20003	288,800	1,100	303	28%	Full	Good	TBD
Eaton Elementary School	DCPS	PK-5	15	3301 Lowell St., NW, Washington, DC 20008	49,100	415	457	110%	None	Unsatisfactory	Fair
Education Strengthens Families (Esf) PCS	PCS	Ungraded	1	2333 Ontario Rd., NW, Washington, DC 20009	9,190	495	395	80%	n/a	n/a	n/a
Eliot-Hine Middle School	DCPS	7-8	25	1830 Constitution Ave., NE, Washington, DC 20002	155,100	742	348	47%	None	Unsatisfactory	Fair
Elsie Whitlow Stokes Community Freedom PCS	PCS	PK-6	20	3700 Oakview Terrace, NE, Washington, DC 20010	33,000	350	350	100%	n/a	n/a	n/a
Emery	DCPS		21	1720 1st Street NE	63,800	438	n/a	n/a	n/a	Unsatisfactory	TBD
Excel Academy PCS	PCS	PS-4	37	2501 M. L. King, Jr., Ave., SE, Washington, DC 20020	59,000	550	401	73%	n/a	n/a	n/a
Ferebee-Hope Elementary School*	DCPS	PS-6	39	3999 8th St., SE, Washington, DC 20032	193,800	400	239	60%	Phase 1	n/a	TBD
Fletcher-Johnson	DCPS		33	4650 Benning Rd., SE, Washington, DC 20019	302,000	1,284	n/a	n/a	n/a	Unsatisfactory	TBD
Francis-Stevens Education Campus	DCPS	PS-8	5	2425 N St., NW, Washington, DC 20037	95,100	410	233	57%	None	Unsatisfactory	Good
Friendship PCS - Blow-Pierce Elementary & Middle	PCS	PS-8	25	725 19th St., NE, Washington, DC 20002	62,994	685	641	94%	n/a	n/a	n/a
Friendship PCS - Chamberlain Elementary & Middle	PCS	PS-8	26	1345 Potomac Ave., SE, Washington, DC 20002	80,660	758	765	101%	n/a	n/a	n/a
Friendship PCS - Collegiate Academy	PCS	9-12	30	4095 Minnesota Ave., NE, Washington, DC 20019	151,558	1,058	1,110	105%	n/a	n/a	n/a
Friendship PCS - Southeast Elementary Academy	PCS	PS-5	39	645 Milwaukee Pl., SE, Washington, DC 20032	47,000	553	547	99%	n/a	n/a	n/a
Friendship PCS - Woodridge Elementary & Middle	PCS	PS-8	24	2959 Carlton Ave., NE, Washington, DC 20018	67,600	382	498	130%	n/a	n/a	n/a
Friendship PCS- Technology Preparatory Academy	PCS	6-8	39	620 Milwaukee Pl., SE, Washington, DC 20032	21,482	477	378	79%	n/a	n/a	n/a
Garfield Elementary School	DCPS	PS-5	36	2435 Alabama Ave., SE, Washington, DC 20020	54,908	365	240	66%	None	Unsatisfactory	Fair
Garrison Elementary School	DCPS	PS-5	7	1200 S St., NW, Washington, DC 20009	60,200	356	237	67%	None	Unsatisfactory	TBD
Green	DCPS		38	1500 Mississippi Ave., SE, Washington, DC 20020	77,700	712	n/a	n/a	n/a	Unsatisfactory	TBD
H.D. Cooke Elementary School	DCPS	PS-5	1	2525 17th St., NW, Washington, DC 20001	85,709	440	396	90%	Full	Good	TBD
H.D. Woodson Senior High School	DCPS	9-12	11	4650 Benning Rd., SE, Washington, DC 20019	275,000	1,000	810	81%	Full	Good	TBD
Hamilton (Youth Services Center)*	DCPS	1-8	23	1401 Brentwood Prkwy., NE, Washington, DC 20002	180,700	1,000	67	n/a	None	n/a	TBD
Hardy Middle School	DCPS	6-8	4	1819 35th St., NW, Washington, DC 20002	116,872	650	412	63%	Full	Fair	TBD
Hart Middle School	DCPS	6-8	39	601 Mississippi Ave., SE, Washington, DC 20032	170,000	912	530	58%	Phase 1	Unsatisfactory	Good
Hearst Elementary School	DCPS	PK-5	15	3950 37th St., NW, Washington, DC 20008	17,400	180	257	143%	Phase 1	Unsatisfactory	TBD
Hendley Elementary School	DCPS	PK-6	39	425 Chesapeake St., SE, Washington, DC 20032	73,200	515	341	66%	None	Unsatisfactory	Unsatisfactory

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Hope Community PCS: Lamond Campus	PCS	PK-8	19	6200 Kansas Ave., NE, Washington, DC 20017	76,000	399	407	102%	n/a	n/a	n/a
Hope Community PCS: Tolson Campus	PCS	PK-8	21	2917 8th St., NE, Washington, DC 20017	0	430	425	99%	n/a	n/a	n/a
Hospitality Senior High PCS	PCS	9-12	18	4301 13th St., NW, Washington, DC 20011	30,000	202	196	97%	n/a	n/a	n/a
Houston Elementary School	DCPS	PK-5	31	1100 50th Pl., NE, Washington, DC 20019	59,900	398	223	56%	None	Unsatisfactory	Unsatisfactory
Howard Road Academy Middle PCS - MLK Ave	PCS	7-8	37	2450 M. L. King Jr. Ave., SE, Washington, DC 20020	4,500	120	129	108%	n/a	n/a	n/a
Howard Road Academy PCS - Howard Road	PCS	K-6	37	701 Howard Rd., SE, Washington, DC 20020	37,000	600	522	87%	n/a	n/a	n/a
Howard Road Academy PCS - Penn Ave	PCS	PK-3	34	3000 Pennsylvania Ave,. SE, Washington, DC 20020	5,600	163	154	94%	n/a	n/a	n/a
Howard University Middle School PCS	PCS	6-8	3	405 Howard Pl., NW, Washington, DC, 20059	39,600	360	307	85%	n/a	n/a	n/a
Hyde-Addison Elementary School	DCPS	PK-5	4	3219 O St., NW, Washington, DC 20007	41,329	292	308	105%	Full	Fair	Fair
IDEA- Integrated Design and Electronic Academy PCS	PCS	7-12	31	1027 45th St., NE, Washington, DC 20019	100,000	302	359	119%	n/a	n/a	n/a
Ideal Academy PCS	PCS	PK-8	19	6130 North Capitol St., NW, Washington, DC 20011	32,000	281	272	97%	n/a	n/a	n/a
Imagine Southeast PCS	PCS	PK-6	39	3100 Martin Luther King Jr. Ave., SE, Washington, DC	50,000	608	553	91%	n/a	n/a	n/a
Inspired Teaching Demonstration PCS	PCS	PK-4	20	1328 Florida Avenue, NW 20009	0	550	142	26%	n/a	n/a	n/a
J.O. Wilson Elementary School	DCPS	PS-5	25	660 K St., NE, Washington, DC 20002	98,900	400	382	96%	Phase 1	Unsatisfactory	TBD
Janney Elementary School	DCPS	PK-5	11	4130 Albermarle St., NW, Washington, DC 20016	84,400	570	548	96%	Full	Good	TBD
Jefferson Middle School	DCPS	6-8	9	801 7th St., NW, Washington, DC 20024	109,000	570	263	46%	None	Unsatisfactory	Fair
John Hayden Johnson Middle School	DCPS	6-8	38	1400 Bruce Pl., SE, Washington, DC 20020	182,500	1,015	252	25%	Phase 1	Unsatisfactory	TBD
Kelly Miller Middle School	DCPS	6-8	31	301 49th St., NE, Washington, DC 20019	115,000	600	328	55%	Full	Poor	TBD
Kenilworth Elementary School*	DCPS	PS-5	29	1300 44th St., NE, Washington, DC 20019	57,100	402	178	44%	None	n/a	TBD
Ketcham Elementary School	DCPS	PS-5	28	1919 15th St., SE, Washington, DC 20020	88,300	465	256	55%	Phase 1	Unsatisfactory	TBD
Key Elementary School	DCPS	PK-5	13	5001 Dana Pl., NW, Washington, DC 20016	50,000	320	386	121%	Full (Pre 2008)	Fair	TBD
Kimball Elementary School	DCPS	PS-5	32	3375 Minnesota Ave., SE, Washington, DC	83,400	398	313	79%	None	Unsatisfactory	Poor
King Elementary School	DCPS	PS-6	39	3200 6th St., SE, Washington, DC 20032	65,500	517	345	67%	Phase 1	Unsatisfactory	TBD
KIPP DC: AIM, College Prep, Discover, Heights	PCS	PS-12	37	2600 DOUGLAS ROAD SE	137,000	1,500	1,069	71%	n/a	n/a	n/a
KIPP DC: Grow, Lead, WILL	PCS	PS-8	7	421 P Street, NW, Washington DC	100,000	1,000	531	53%	n/a	n/a	n/a
KIPP DC: KEY, LEAP, Promise	PCS	PS-8	33	4801 Benning Rd., SE, Washington, DC 20019	86,000	1,000	1,032	103%	n/a	n/a	n/a
Kramer Middle School	DCPS	6-8	34	1700 Q St., SE, Washington, DC 20020	154,000	550	277	50%	None	Unsatisfactory	Fair
Lafayette Elementary School	DCPS	PK-5	10	5701 Broad Branch Rd., NW, Washington, DC 20015	113,600	516	707	137%	None	Unsatisfactory	Poor
Langdon Education Campus	DCPS	PS-8	22	1900 Evarts St., NE, Washington, DC 20018	101,400	500	404	81%	None	Unsatisfactory	Poor
Langley Educational Campus	DCPS	PS-8	21	101 T Street, NE, Washington, DC 20002	110,100	530	375	71%	Phase 1	n/a	Poor
LaSalle-Backus Education Campus	DCPS	PS-8	19	501 Riggs Rd., NE, Washington, DC 20011	63,000	400	290	73%	Phase 1	Unsatisfactory	TBD
Latin American Montessori Bilingual PCS (LAMB) - Michigan Park Campus	PCS	PS-PK	30	1600 Taylor St. NE	8,653	200	184	92%	n/a	n/a	n/a
Latin American Montessori Bilingual PCS (LAMB) - Missouri Ave	PCS	PS-5	17	1375 Missouri Ave., NW, Washington, DC 20011	21,755	121	79	65%	n/a	n/a	n/a
LAYC Career Academy PCS	PCS	Ungraded	2	3047 15th Street, NW 20009	15,500	125	121	97%	n/a	n/a	n/a
Leckie Elementary School	DCPS	PS-6	44	4201 M. L. King Jr. Ave., SW, Washington, DC 20032	65,000	400	361	90%	Phase 1	Unsatisfactory	TBD
Ludlow-Taylor Elementary School	DCPS	PS-5	25	659 G St., NE, Washington, DC 20002	66,900	412	258	63%	None	Unsatisfactory	Fair
Luke C. Moore Academy Senior High School	DCPS	9-12	22	1001 Monroe St., NE, Washington, DC 20017	65,528	350	293	84%	n/a	n/a	TBD
M.C. Terrell/McGogney Elementary School*	DCPS	PS-6	39	3301 Wheeler Rd., SE, Washington, DC 20032	112,000	400	211	53%	None	n/a	Good
MacFarland Middle School*	DCPS	5-8	18	4400 Iowa Ave., NW, Washington, DC 20011	110,000	610	200	33%	None	n/a	TBD
Malcolm X Elementary School	DCPS	PS-5	38	1351 Alabama Ave., SE, Washington, DC 20032	110,800	520	261	50%	None	Unsatisfactory	Good
Mamie D. Lee School*	DCPS	PK-12	19	100 Gallatin St., NE, Washington, DC 20011	45,800	300	109	36%	None	n/a	Poor
Mann Elementary School	DCPS	PK-5	13	4430 Newark St., NW, Washington, DC 20016	21,903	270	290	107%	Phase 1	Unsatisfactory	TBD
Marie Reed Elementary School	DCPS	PS-5	1	2200 Champlain St., NW, Washington, DC 20009	162,700	470	357	76%	None	Unsatisfactory	Fair
Marshall Elementary School*	DCPS	PS-5	24	3100 Fort Lincoln Dr., NE, Washington, DC 20018	103,800	480	161	34%	None	n/a	Poor
Mary McLeod Bethune Day Academy PCS	PCS	PS-8	22	1404 Jackson St., NE, Washington, DC 20017	24,243	368	327	89%	n/a	n/a	n/a
Maury Elementary School	DCPS	PS-5	25	1250 Constitution Ave., NE, Washington, DC 20002	46,800	325	292	90%	Phase 1	Unsatisfactory	TBD
Maya Angelou PCS - Evans Middle	PCS	6-8	33	5600 East Capitol St., NE, Washington, DC 20019	37,333	700	210	30%	n/a	n/a	n/a

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Maya Angelou PCS: Evans High School	PCS	9-12	33	5600 East Capitol St., NE, Washington, DC 20019	37,333	200	296	148%	n/a	n/a	n/a
Maya Angelou PCS-Young Adult Learning Center	PCS	Ungraded	33	5600 East Capitol St., NE, Washington, DC 20019	37,333	82	82	100%	n/a	n/a	n/a
McKinley Technology Senior High School	DCPS	9-12	21	151 T St., NE, Washington, DC 20002	282,000	800	670	84%	Full (Pre 2008)	Fair	TBD
Meridian PCS	PCS	PK-8	3	2120 13th Ave., NW, Washington, DC	61,900	622	531	85%	n/a	n/a	n/a
Meyer	DCPS		2	2501 11th Street, NW	62,200	736	n/a	n/a	n/a	n/a	TBD
Miner Elementary School	DCPS	PS-5	25	601 15th St., NE, Washington, DC, 20002	76,900	550	469	85%	Full (Pre 2008)	Fair	TBD
Moten Elementary School	DCPS	PS-5	37	2330 Pomeroy Rd., SE, Washington, DC 20020	99,700	480	315	66%	Phase 1	Unsatisfactory	TBD
Mundo Verde PCS	PCS	PS-1	6	3220 16th St. NW	22,330	270	122	45%	n/a	n/a	n/a
Murch Elementary School	DCPS	PK-5	12	4810 36th St., NW, Washington, DC 20008	47,700	488	556	114%	None	Unsatisfactory	Good
Nalle Elementary School	DCPS	PS-5	33	219 50th St., SE, Washington, DC 20019	83,900	400	327	82%	Phase 1	Unsatisfactory	TBD
National Collegiate Preparatory PCS	PCS	9-11	39	908 Wahler Pl., SE, Washington, DC 20032	27,000	309	203	66%	n/a	n/a	n/a
Noyes Education Campus	DCPS	PS-8	22	2725 10th St., NE, Washington, DC 20018	59,400	360	352	98%	Full (Pre 2008)	Fair	TBD
Options PCS - Middle and High School	PCS	7-12	25	1375 E St., NE, Washington, DC 20002	61,238	700	359	51%	n/a	n/a	n/a
Orr Elementary School	DCPS	PS-5	34	2200 Minnesota Ave., SE, Washington, DC 20020	75,900	337	308	91%	None	Unsatisfactory	Poor
Oyster-Adams Bilingual School (Adams) (Upper)	DCPS	PS-3	15	2801 Calvert St., NW, Washington, DC 20008	47,984	350	355	101%	Phase 1	Unsatisfactory	Fair
Oyster-Adams Bilingual School (Oyster) (Lower)	DCPS	4-8	1	2020 19th St., NW, Washington, DC 20008	59,400	324	321	99%	None	Poor	TBD
Patterson Elementary School	DCPS	PS-6	39	4399 South Capitol Terrace, SW, Washington, DC 20032	78,300	370	320	86%	Full (Pre 2008)	Fair	TBD
Paul PCS	PCS	6-9	17	5800 8th St., NW, Washington, DC 20011	128,351	557	592	106%	n/a	n/a	n/a
Payne Elementary School	DCPS	PS-5	26	305 15th St., SE, Washington, DC 20003	83,800	417	236	57%	None	Unsatisfactory	Poor
Peabody Elementary School (Capitol Hill Cluster)	DCPS	PS-K	25	425 C St., NE, Washington, DC 20002	37,800	228	234	103%	None	Unsatisfactory	Fair
Perry St. Prep PCS (Upper and Lower)	PCS	PK-12	22	1800 Perry St. NE	194,300	1,050	936	89%	n/a	n/a	n/a
Phelps Architecture, Construction, and Engineering Senior High School	DCPS	9-11	23	704 26th St., NE, Washington, DC 20002	180,000	650	329	51%	Full	Fair	TBD
Plummer Elementary School	DCPS	PS-5	33	4601 Texas Ave., SE, Washington, DC 20019	69,400	448	220	49%	None	Unsatisfactory	Poor
Potomac Lighthouse PCS	PCS	PK-5	20	4401 8th St., NE, Washington, DC 20017	21,000	400	328	82%	n/a	n/a	n/a
Powell Elementary School	DCPS	PS-4	18	1350 Upshur St., NW, Washington, DC 20011	38,500	300	310	103%	Phase 1	Unsatisfactory	TBD
Prospect Learning Center*	DCPS	PS-8	25	920 F St., NE, Washington, DC 20002	59,200	350	100	29%	None	n/a	Fair
Randle Highlands Elementary School	DCPS	PS-5	34	1650 30th St., SE, Washington, DC 20020	75,500	450	384	85%	Full (Pre 2008)	Fair	TBD
Raymond Education Campus	DCPS	PS-8	18	915 Spring Rd., NW, Washington, DC 20010	73,600	465	442	95%	None	Unsatisfactory	Fair
Richard Wright PCS	PCS	8-9	32	100 41st Street, NE, Washington	28,000	202	125	62%	n/a	n/a	n/a
River Terrace Elementary School	DCPS	PS-5	32	420 34th St., NE, Washington, DC 20019	62,800	281	n/a	n/a	n/a	Unsatisfactory	TBD
Ronald H. Brown Middle School*	DCPS	6-8	31	4800 Meade St., NE, Washington, DC 20019	156,000	892	230	26%	None	n/a	TBD
Roosevelt Senior High School	DCPS	9-12	18	4301 13th St., NW, Washington, DC 20011	331,900	1,059	994	94%	Full	Good	Fair
Roots PCS	PCS	PS-8	17	15 Kennedy St., NW, Washington, DC 20011	19,687	70	120	171%	n/a	n/a	n/a
Ross Elementary School	DCPS	PK-5	6	1730 R St., NW, Washington, DC 20009	22,400	150	157	105%	Phase 1	Unsatisfactory	TBD
Savoy Elementary School	DCPS	PS-5	37	2400 Shannon Pl., SE, Washington, DC 20020	99,975	425	344	81%	Full	Good	Fair
School for Educational Evolution and Development (SEED) PCS	PCS	6-12	32	4300 C St., SE, Washington, DC 20019	163,000	340	340	100%	n/a	n/a	n/a
School Without Walls Senior High School	DCPS	9-12	5	2130 G St., NW, Washington, DC 20037	74,000	440	527	120%	Full	Good	TBD
School-Within-A-School at Logan Annex	DCPS	PS-1	25	215 G St., NE, Washington DC 20002	7,760	n/a	84	n/a	n/a	n/a	TBD
Seaton Elementary School	DCPS	PS-5	7	1503 10th St., NW, Washington, DC 20001	65,000	325	265	82%	Phase 1	Unsatisfactory	TBD
Septima Clark PCS	PCS	PS-5	37	2501 M. L. King, Jr., Ave., SE, Washington, DC 20020	28,000	250	227	91%	n/a	n/a	n/a
Shaed Education Campus	DCPS	PS-8	21	301 Douglas St., NE, Washington, DC 20002	67,200	352	n/a	n/a	n/a	Unsatisfactory	TBD
Sharpe Health School*	DCPS	PK-12	18	4300 13th St., NW, Washington, DC 20011	80,500	400	89	22%	None	n/a	Fair
Shaw Junior High School	DCPS		7	925 Rhode Island Ave, NW	230,400	1,000	n/a	n/a	n/a	n/a	TBD
Shaw Middle School at Garnet-Patterson*	DCPS	6-8	3	2001 10th St., NW, Washington, DC 20001	82,700	480	154	32%	None	n/a	Poor
Shepherd Elementary School	DCPS	PK-5	16	7800 14th St., NW, Washington, DC 20012	79,700	342	331	97%	None	Unsatisfactory	Poor
Shining Stars Montessori Academy PCS	PCS	PS-PK	2	1328 Florida Av. NW	7,554	120	53	44%	n/a	n/a	n/a
Simon Elementary School	DCPS	PS-6	39	401 Mississippi Ave., SE, Washington, DC 20032	66,200	325	252	78%	Phase 1	Unsatisfactory	TBD

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Smothers Elementary School	DCPS	PS-5	30	4400 Brooks St., NW, Washington, DC 20019	43,000	344	242	70%	None	Poor	Fair
Sousa Middle School	DCPS	6-8	32	3650 Ely Pl., SE, Washington, DC 20019	132,000	636	348	55%	Full	Fair	TBD
Spingarn Senior High School*	DCPS	9-12	23	2500 Benning Rd., NE, Washington, DC 20002	225,000	910	612	67%	Future Full	n/a	TBD
St. Coletta Special Education PCS	PCS	PK-12	26	1901 Independence Ave., SE, Washington, DC 20003	99,540	287	234	82%	n/a	n/a	n/a
Stanton Elementary School	DCPS	PS-5	36	2701 Naylor Rd., SE, Washington, DC 20020	83,792	500	355	71%	Full	Unsatisfactory	TBD
Stoddert Elementary School	DCPS	PK-5	14	4001 Calvert St., NW, Washington, DC 20007	64,750	320	347	108%	Full	Good	TBD
Stuart-Hobson Middle School (Capitol Hill Cluster)	DCPS	5-8	25	410 E St., NE, Washington, DC 20002	99,325	410	403	98%	None	Unsatisfactory	TBD
Takoma Education Campus	DCPS	PS-8	17	7010 Piney Branch Rd., NW, Washington, DC 20012	104,294	450	306	68%	Future Full	Poor	TBD
The Next Step - El Proximo Paso PCS	PCS	9-12	2	3047 15th Street, NW 20009	15,500	200	158	79%	n/a	n/a	n/a
Thomas Elementary School	DCPS	PS-5	30	650 Anacostia Ave., NE, Washington, DC 20019	87,600	400	235	59%	Phase 1	Unsatisfactory	TBD
Thomson Elementary School	DCPS	PS-5	8	1200 L St., NW, Washington, DC 20005	74,992	320	327	102%	Full (Pre 2008)	Fair	TBD
Thurgood Marshall Academy PCS	PCS	9-12	37	2427 M. L. King Jr. Ave., SE, Washington, DC 20020	52,000	400	390	98%	n/a	n/a	n/a
Tree of Life Community PCS	PCS	PK-3	22	2315 18th Pl., NE, Washington, DC 20018	28,076	400	301	75%	n/a	n/a	n/a
Truesdell Education Campus	DCPS	PS-8	18	800 Ingraham St., NW, Washington, DC 20011	69,600	450	423	94%	Phase 1	Unsatisfactory	TBD
Tubman Elementary School	DCPS	PS-5	2	3101 13th St., NW, Washington, DC 20010	66,600	500	489	98%	Phase 1	Unsatisfactory	TBD
Turner Elementary School	DCPS	PS-5	38	1500 Mississippi Ave., SE, Washington, DC 20020	77,500	600	305	51%	Full	Good	TBD
Two Rivers PCS - Upper and Lower	PCS	PS -8	25	1234 4th St., NE, Washington, DC 20002	58,000	350	451	129%	n/a	n/a	n/a
Tyler Elementary School	DCPS	PS-5	26	1001 G St., SE, Washington, DC 20003	69,600	500	402	80%	Phase 1	Unsatisfactory	TBD
Van Ness	DCPS		27	1150 5th Street, SE	49,400	215	n/a	n/a	n/a	n/a	TBD
Walker Jones Education Campus	DCPS	PS-8	8	1125 New Jersey Ave., NW, Washington, DC 20001	104,200	700	418	60%	Full	Good	TBD
Washington Latin PCS: Middle School Campus (Decatur)	PCS	5-8	18	4115 16th St., NW, Washington, DC 20011	13,658	325	349	107%	n/a	n/a	n/a
Washington Latin PCS: Upper School Campus (Upshur)	PCS	9-12	18	4715 16th St., NW, Washington, DC 20011	13,730	250	225	90%	n/a	n/a	n/a
Washington Math, Science & Technology PCS (WMST)	PCS	9-12	23	1920 Bladensburg Rd., NE, Washington, DC 20002	49,000	368	349	95%	n/a	n/a	n/a
Washington Metropolitan High School	DCPS	9-12	25	300 Bryant St., NW, Washington, DC 20002	49,500	350	253	72%	n/a	n/a	TBD
Washington Yu Ying PCS	PCS	PK-5	20	220 Taylor St., NE, Washington, DC	40,000	500	367	73%	n/a	n/a	n/a
Watkins Elementary School (Capitol Hill Cluster)	DCPS	PS-4	26	420 12th St., SE, Washington, DC 20003	69,300	587	521	89%	None	Unsatisfactory	Unsatisfactory
West Education Campus	DCPS	PS-8	18	1338 Farragut St., NW, Washington, DC 20011	69,600	278	244	88%	None	Unsatisfactory	Good
Wheatley Education Campus	DCPS	PS-8	23	1299 Neal St., NE, Washington, DC 20002	86,375	500	475	95%	Full	Good	TBD
Whittier Education Campus	DCPS	PK-8	17	6201 5th St., NW, Washington, DC 20011	66,600	520	346	67%	Phase 1	Unsatisfactory	TBD
Wilkinson	DCPS		28	2330 Pomeroy Rd., SE, Washington, DC 20020	144,900	508	n/a	n/a	n/a	Unsatisfactory	TBD
William E. Doar Junior PCS: NE Campus	PCS	PS-8	21	705 Edgewood St., NE, Washington, DC 20017	45,000	560	426	76%	n/a	n/a	n/a
Winston Education Campus*	DCPS	PK-8	35	3100 Erie St., SE, Washington, DC 20020	137,700	550	302	55%	None	n/a	TBD
Woodrow Wilson Senior High School*	DCPS	9-12	11	4340 Connecticut Ave., NW, Building 52, Washington, DC 20016	376,448	1,600	1,633	102%	Full	Good	TBD
YouthBuild LAYC PCS	PCS	Ungraded	2	3014 14th Street, NW 20009	0	121	105	87%	n/a	n/a	n/a

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