



Public Education Supply and Demand for the District of Columbia

High School Fact Sheet, SY2014-15

Date of Release: 2/18/16

This fact sheet describes the District’s public high schools that offer a high school diploma and the students attending them during SY2014-15. Other fact sheets will explore the alternative schools that can serve a similarly aged population but provide other certifications like the National External Diploma Program (NEDP), General Education Development (GED) tests, or other alternative certifications. In order to uniformly capture this information, this fact sheet includes information about schools that offers at least one grade in the 9th—12th grade span, even if the school offers grades lower than 9th grade.

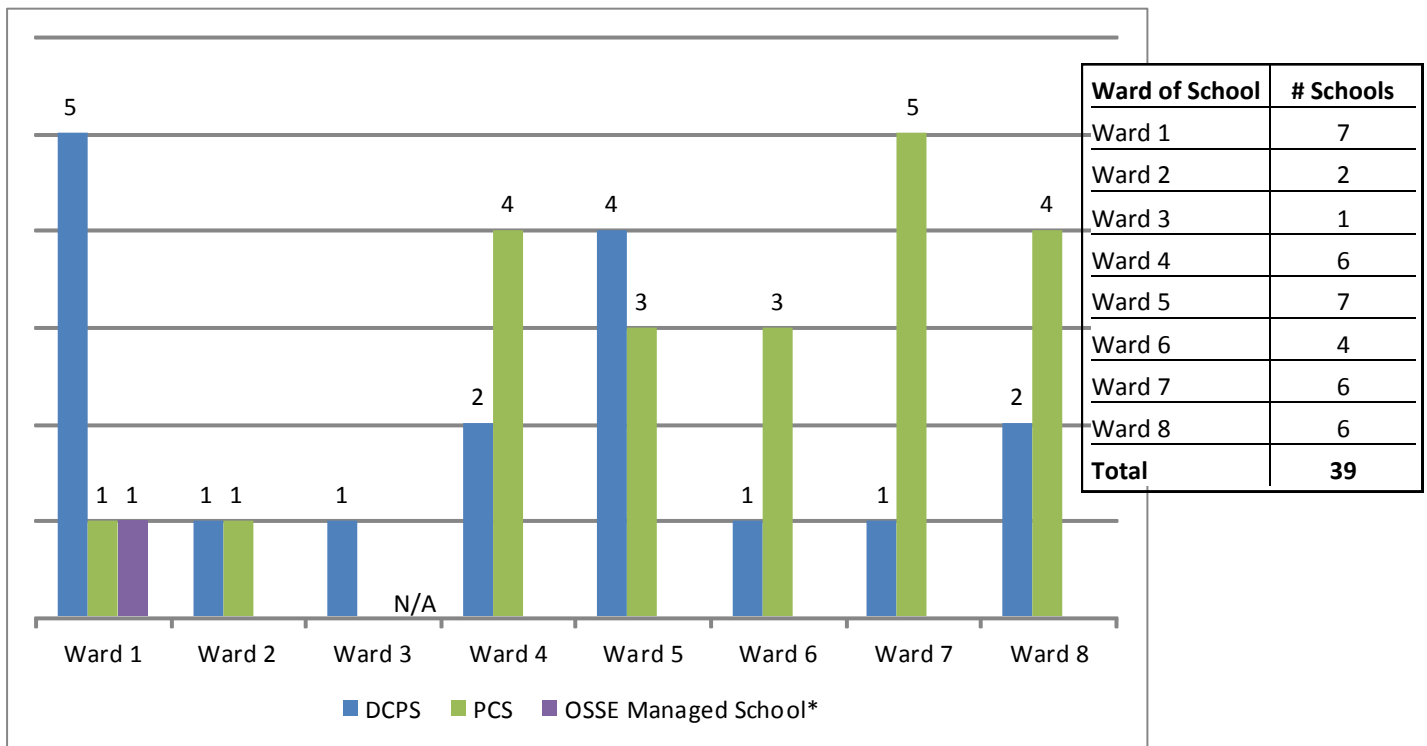
Information about the schools and their associated facilities are from the Office of the Deputy Mayor for Education (DME) in consultation with the DC Public Charter School Board (PCSB), DC Public Schools (DCPS), and the Department of General Services (DGS). The student information comes from the official 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: Location and Number of Schools Offering Grades 9th—12th

This section shows the number of DCPS and public charter schools that offered at least one grade in the 9th—12th grade span by ward of school and enrollment in SY2014-15.

There were 39 public schools¹ offering at least one grade from 9th—12th 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. Ward 1 and Ward 5 had the greatest number of schools, with 7 each. There were no public charter schools located in Ward 3. Appendix 1 lists each of the schools with their ward, grade span, total enrollment for the entire school, total enrollment for only grades 9th-12th, and number of buildings for each school.

Figure 1: Location of Schools Offering 9th—12th Grade, by Ward of School and Sector, SY14-15



¹ Schools are identified by OSSE’s School and LEA information Management Systems (SLIMS).

* Hospitality High School’s public charter was relinquished in 2014 and was managed by OSSE for SY14-15.

Note: Cesar Chavez Prep is included because it offers 9th grade (Ward 1). Duke Ellington School of the Arts’ swing locations in Ward 1 are used in this fact sheet.

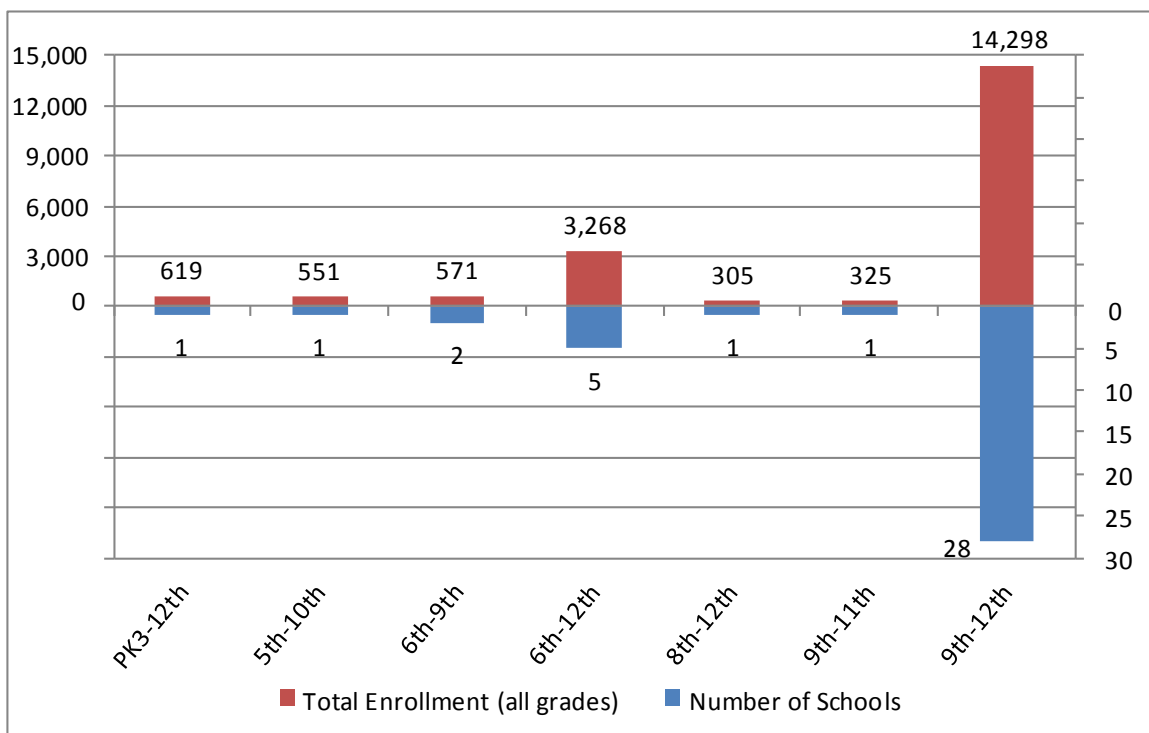
This section describes the grade configuration of schools that offered at least one grade in the 9th-12th grade span, the number of schools that offered that grade configuration, and the total enrollment of all grades.

There is no standard high school grade configuration in the District of Columbia. In SY2014-15, there were seven different school configurations with high school grades. DCPS typically offers high schools with grades 9th—12th or combines middle and high school grades together into education campuses with grades 6th—12th.

Public charter schools offer a wider variety of grade configurations. In some cases, this variety reflects that the public charter school has not yet 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, 9th—12th was the most commonly offered grade configuration, with 28 high schools and a total enrollment of 14,298 students. However, some high schools also offered grades below 9th—12th, resulting in several schools that were one of the only, or the only, school to offer that grade configuration.

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



Supply of Schools: Location and Enrollment of Schools Offering Grades 9th—12th

This section describes the high school grade-specific enrollment of schools that offer at least one grade in the 9th—12th grade span by ward of school and by sector (DCPS and public charter schools).

There were a total of 17,436 students² in grades 9th—12th enrolled in 39 schools as of SY2014-15. Of those high school students, 64% were enrolled at DCPS, 35% were enrolled at public charter schools, and 1% were enrolled in an OSSE-managed school (Hospitality HS). Figure 3 shows the total enrollment for just grades 9th—12th by ward of the school where the student was enrolled as of SY2014-15 (lower grade enrollment was excluded). Students may have lived in a ward other than the school’s ward.

Ward 1 high schools had the largest aggregate enrollment of 9th—12th grade students (3,105) enrolled at its 7 public schools. Ward 2 high schools had the smallest aggregate enrollment (639) and was the only ward that did not have a comprehensive DCPS high school. Figure 4 shows enrollment for each sector by ward of school. Ward 1 had the largest number of students enrolled in DCPS schools, while Ward 7 had the largest number of students enrolled in public charter schools. Appendix 1 lists all of the schools with their ward, grade span, total enrollment for the entire school, total enrollment for only grades 9th—12th, and number of buildings for each school.

Figure 3: Enrollment of Schools Offering 9th—12th Grade, by Ward of School, SY14-15

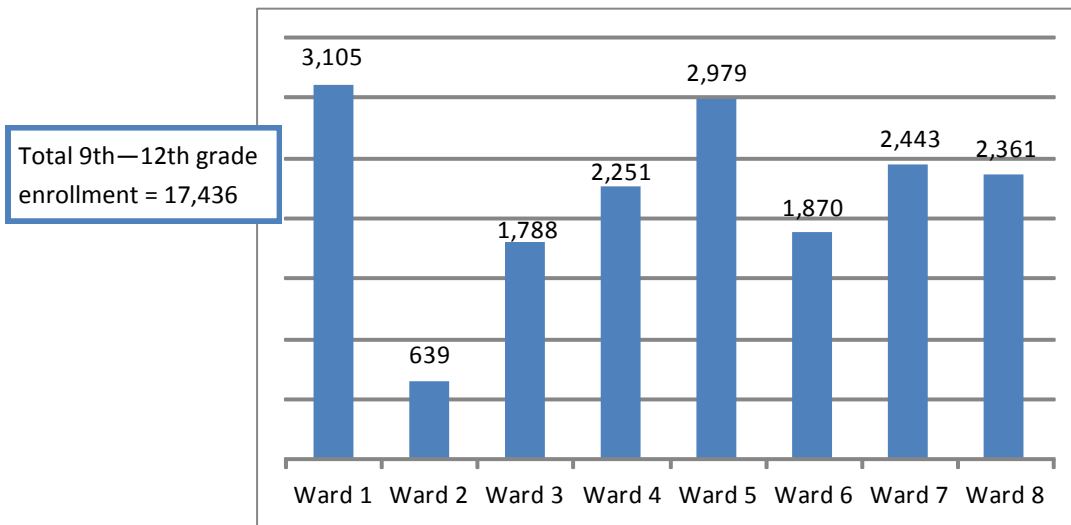
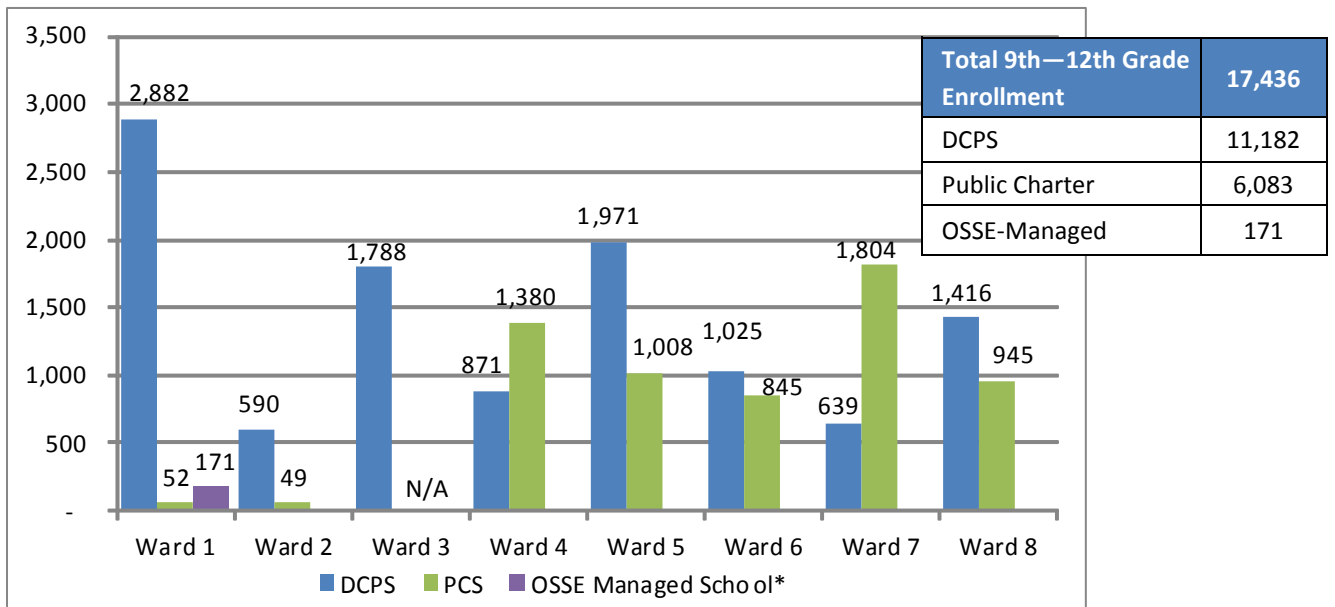


Figure 4: Enrollment of Schools Offering 9th—12th Grade, by Ward of School and Sector, SY14-15



² School enrollment includes enrollment for only grades 9th—12th and excludes younger grades that may be offered at the school.

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

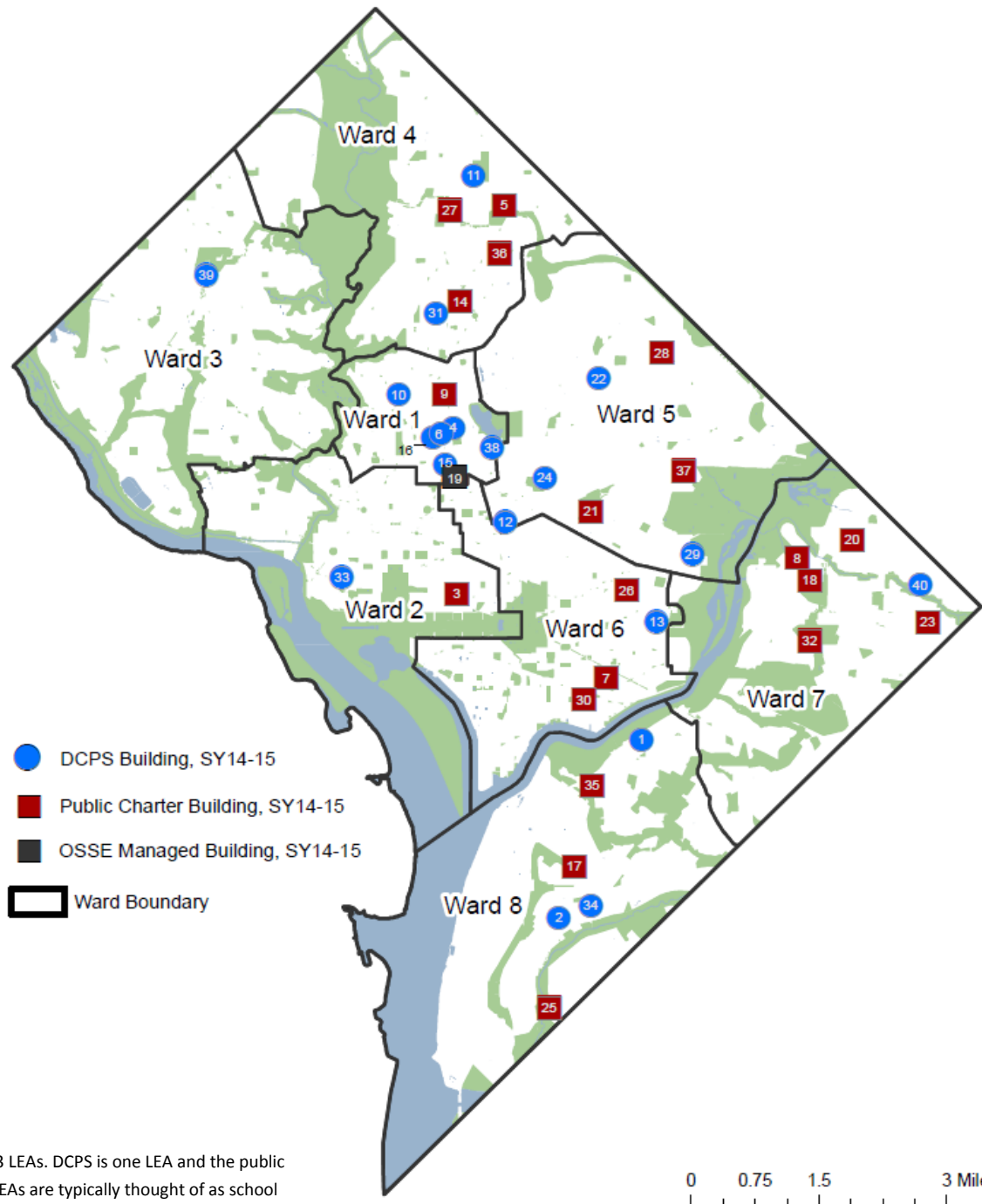
*Hospitality High School is an OSSE-Managed School.

Supply of Buildings: Location of School Buildings Serving Grades 9th—12th

This section shows the location of school buildings that offered at least one grade in the 9th—12th 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 40 public school *buildings* that offered at least one grade in the 9th—12th 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 Only co-locations of schools that served high school grades are shown in Map 1 (some high schools may have shared their building with an elementary or middle 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 9th—12th 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 High School Buildings, SY14-15



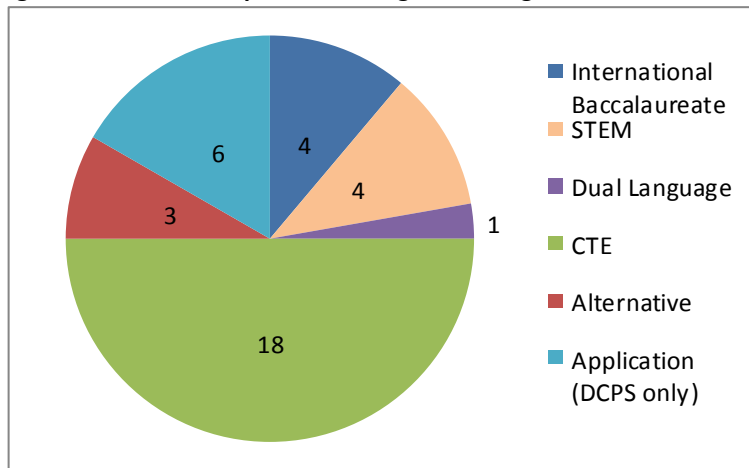
³ In SY2014-15, there were 63 LEAs. DCPS is one LEA and the public charter sector had 62 LEAs. LEAs are typically thought of as school districts.

Supply of Programs: Academic Programs in Schools Serving Grades 9th—12th

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

Out of the 39 schools that offered 9th-12th grade, 24 schools (62%), offered the following specialized programs: International Baccalaureate; Science, Technology, Engineering, and Math (STEM); Dual Language; Career and Technical Education (CTE); Alternative Diploma Granting; and Application (DCPS only). 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 the specific six programs.

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

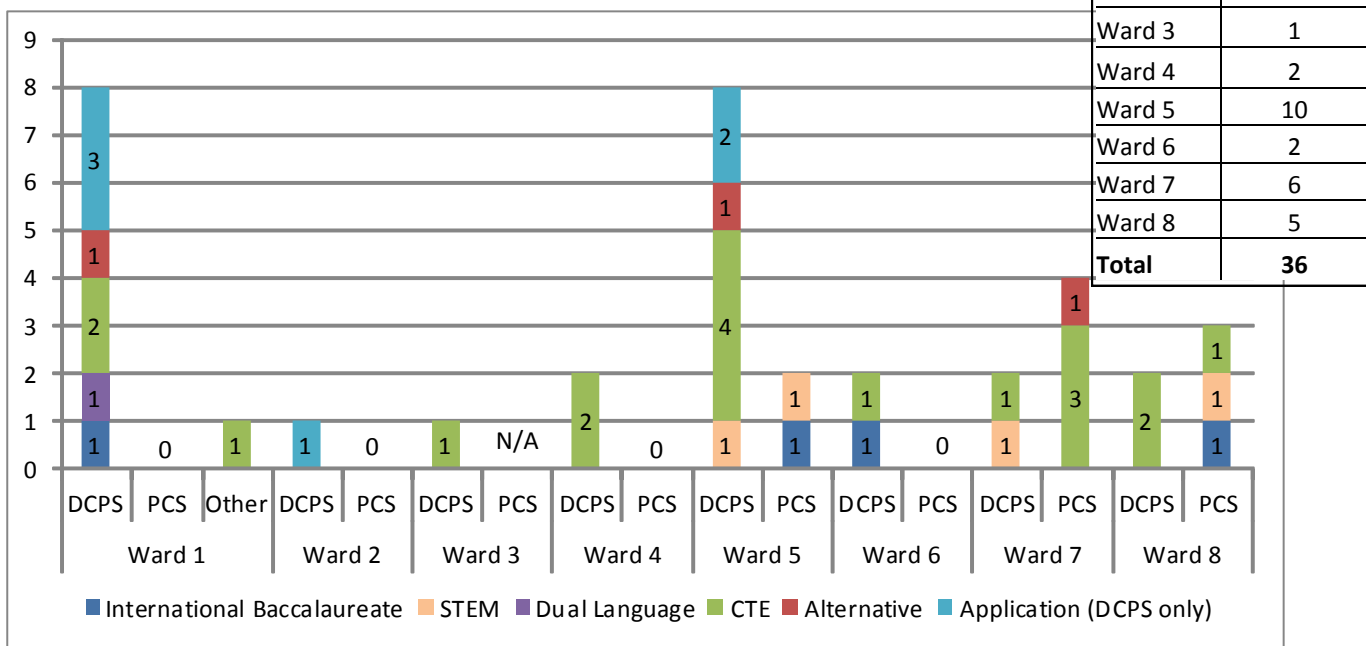


In all, the 24 schools offered 36 of the specialized programs: 8 schools offered two programs each and two schools offered three programs each. CTE programs were the most frequently offered (18 programs and schools), see Figure 5.

Figure 6 shows the total number of the selected programs offered by ward of the school and sector (DCPS or public charter). Ward 5 offered the most programs (10 programs), with CTE being the most frequently offered program. Ward 1 offered the second most programs (8 programs), with Application being the most frequently offered program.

Note: There were 36 programs offered at 24 schools.

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



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

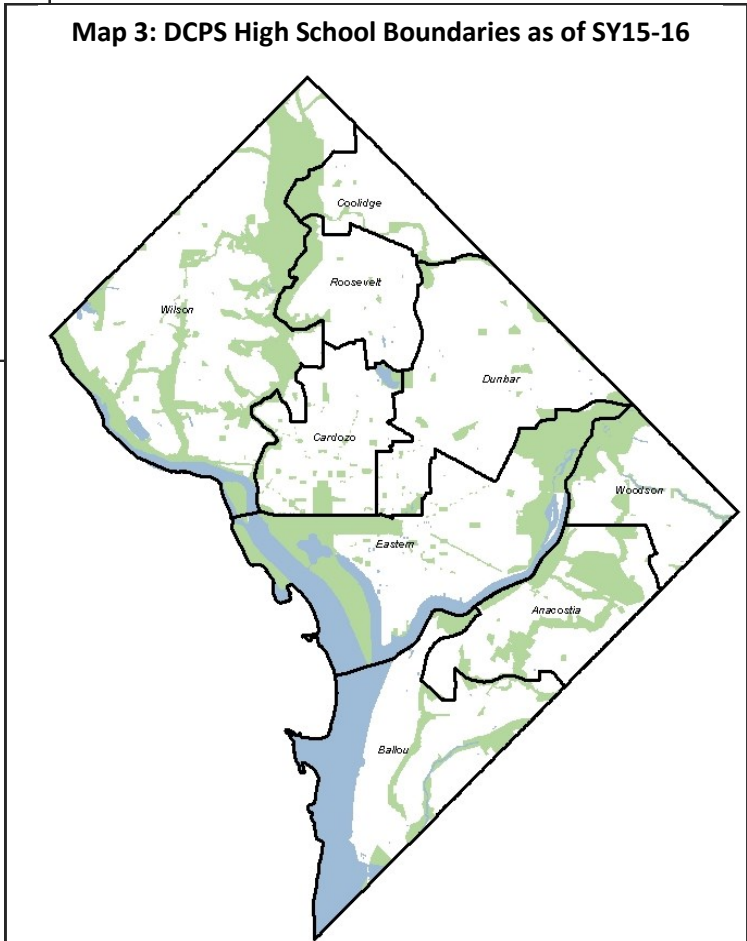
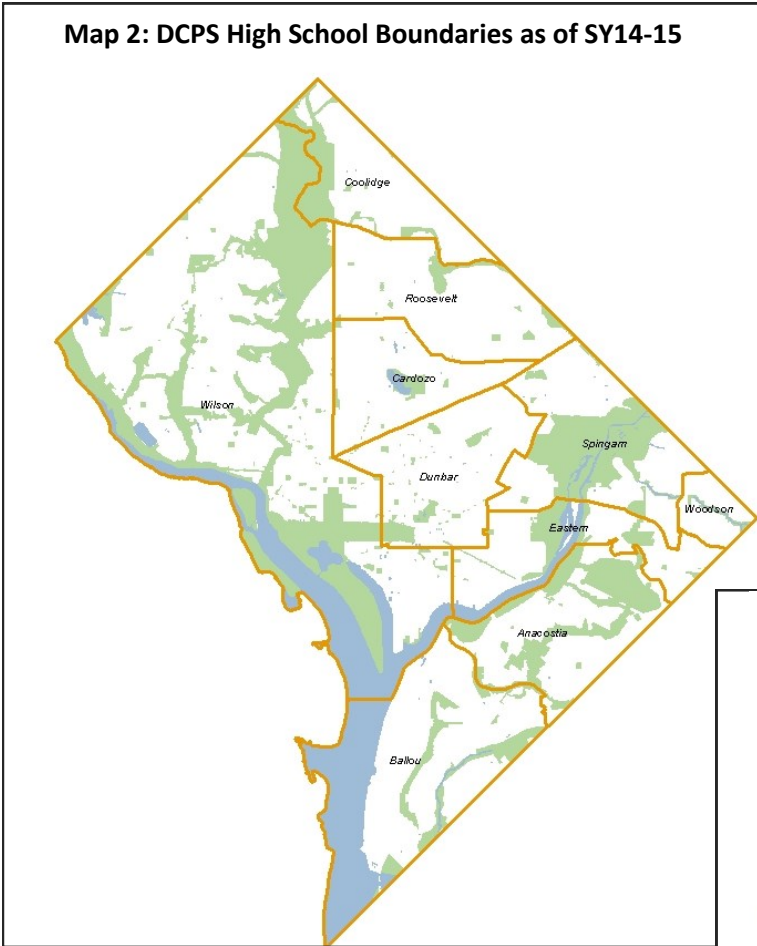
Definitions for each program type: **International Baccalaureate**: a challenging, internationally recognized diploma program that develops intercultural understanding and respect; **STEM**: a program integrating science, technology, engineering, and math into multiple content areas; **Dual Language**: a program where half of instruction is delivered in a language besides English (see Appendix 2 for languages offered by school); **CTE**: programs where students can gain academics, training, and experience for specific careers; **Alternative**: high schools that grant high school diplomas for disengaged youth who may have previously dropped out, have adjudication issues, or have had difficulties in traditional school settings; and **Application** (sometimes referred to as selective): high schools that admit students based on specific criteria or eligibility requirements; only DCPS is able to operate an application (sometimes referred to as selective) school.

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

DCPS offers nine comprehensive high schools that are schools of right, meaning that students who live within the school’s attendance zone are guaranteed enrollment. As described later in the fact sheet, 25% of all 9th—12th 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 (e.g. Spingarn HS) as well as to ensure that there are a sufficient and evenly distributed number of students living within each of the boundaries. For instance, the Woodson boundary was previously very small and has since been significantly expanded. Map 2 shows the DCPS school boundaries prior to the revision that were in effect for SY2014-15. Map 3 shows the DCPS high 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).

Supply of School-Age Children: Demographics of 9th—12th Grade Students

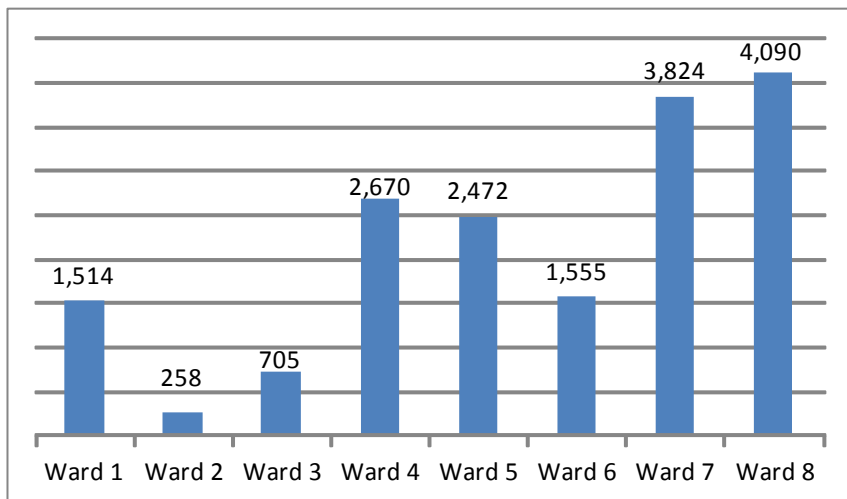
This section describes where 9th—12th grade students lived and their demographics. This includes their race/ethnicity, special education needs, English Language Learners, and at risk of academic failure status.

As of SY2014-15, there were 17,436 public school students enrolled in grades 9th—12th in DCPS and public charter schools. Figure 7 shows the number and distribution of where 9th—12th grade public school students lived (ward of residence) in SY2014-15 according to the audited enrollment. Ward 8 had the greatest number of 9th—12th grade students (4,090).

The majority of the 9th—12th grade students in SY2014-15 were African American (78%) followed by Hispanic (14%) and white students (5%) (Figure 8).

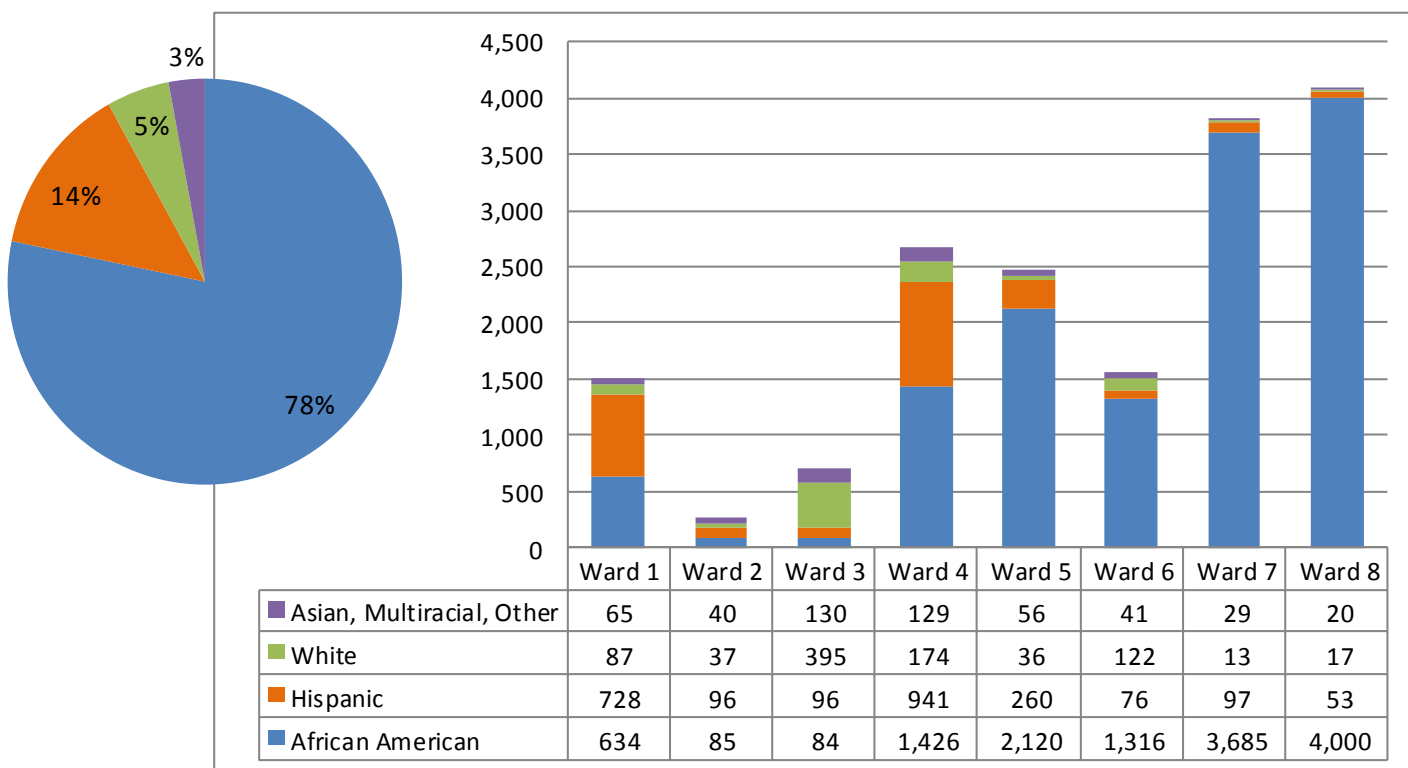
Figure 8 also shows the racial/ethnic make up of students in SY2014-15 by ward of residence. Almost all of the students in Wards 5, 6, 7, and 8 were African American, while Ward 4 had the largest number of Hispanic high school students (941) and Ward 3 had the greatest number of white students (395 students).

Figure 7: Number of 9th—12th Grade Public School Students, by Ward of Residence, SY14-15



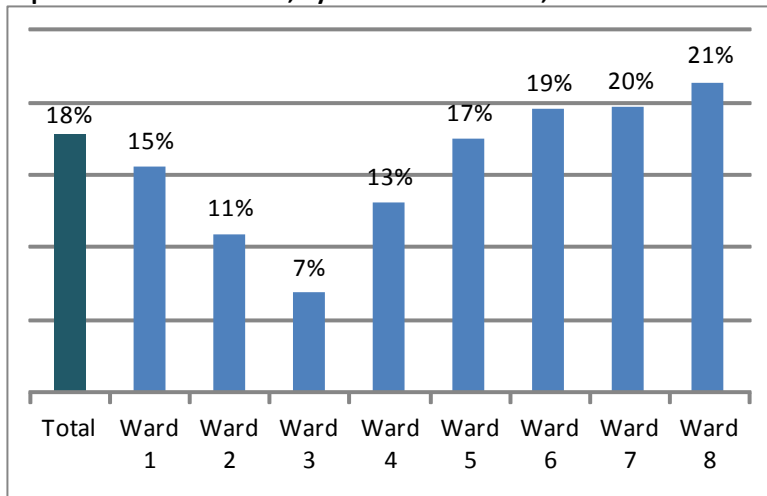
Note: 348 students' ward could not be geocoded.

Figure 8: Share and Number of 9th—12th Grade Public School Students by Race/Ethnicity by Ward of Residence, SY14-15



Note: 348 students' ward could not be geocoded.

Figure 9: Share of 9th—12th Grade Public School Students with Special Education Needs, by Ward of Residence, SY14-15



Out of all 9th—12th grade students, 18% 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. High school students in Wards 7 and 8 had slightly higher specialized education needs at 20% and 21%, respectively, compared to high school 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 6% of the high school grade population were ELL; Wards 1 and 2 had the highest shares of ELL students at 22% and 20%, respectively.

Figure 10: Share of 9th—12th Grade Public School Students with English Language Learner Status, by Ward of Residence, SY14-15

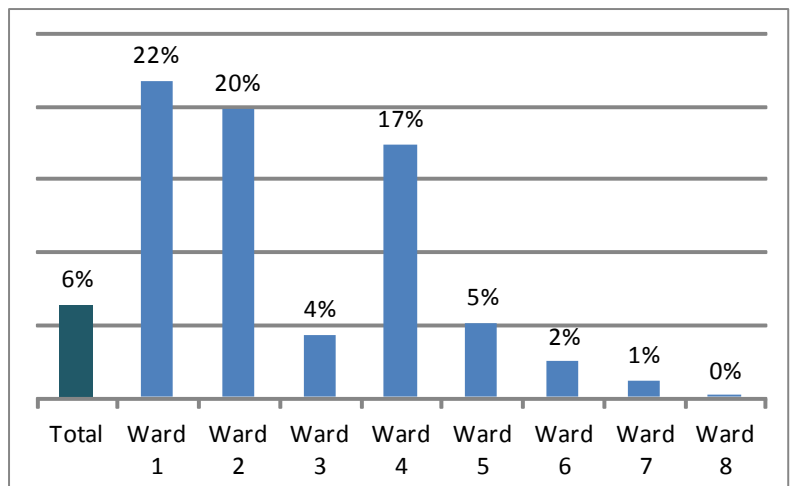
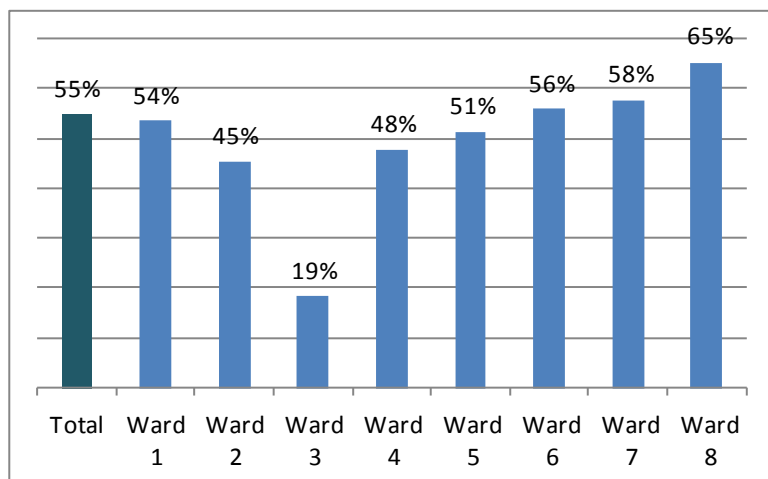


Figure 11: Share of 9th—12th Grade Public School Students by with At Risk of Academic Failure Status, by Ward of Residence, SY14-15



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, 55% of all high school students were identified as at risk, with the highest percentage of students living east of the Anacostia River in Wards 7 and 8 at 58% and 65%, respectively.

Demand: Where 9th—12th 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: high school 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 comprehensive DCPS school, a public charter school, a DCPS application school, DCPS alternative school, or an OSSE-managed school. Figure 12 shows the number and share of 9th—12th grade students that attended each of these six types of schools in SY2014-15. More than one-third of high school students attended a public charter high school (35%), followed by approximately one quarter of high school students who attended their in-boundary DCPS school (26%) and one fifth at a DCPS application school (20%).

Figure 12: Number and Share of 9th—12th Grade Students Enrollment, SY14-15

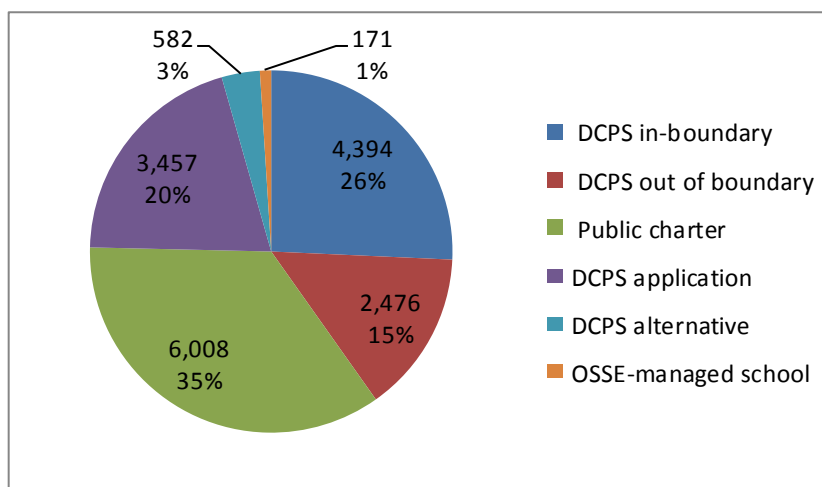
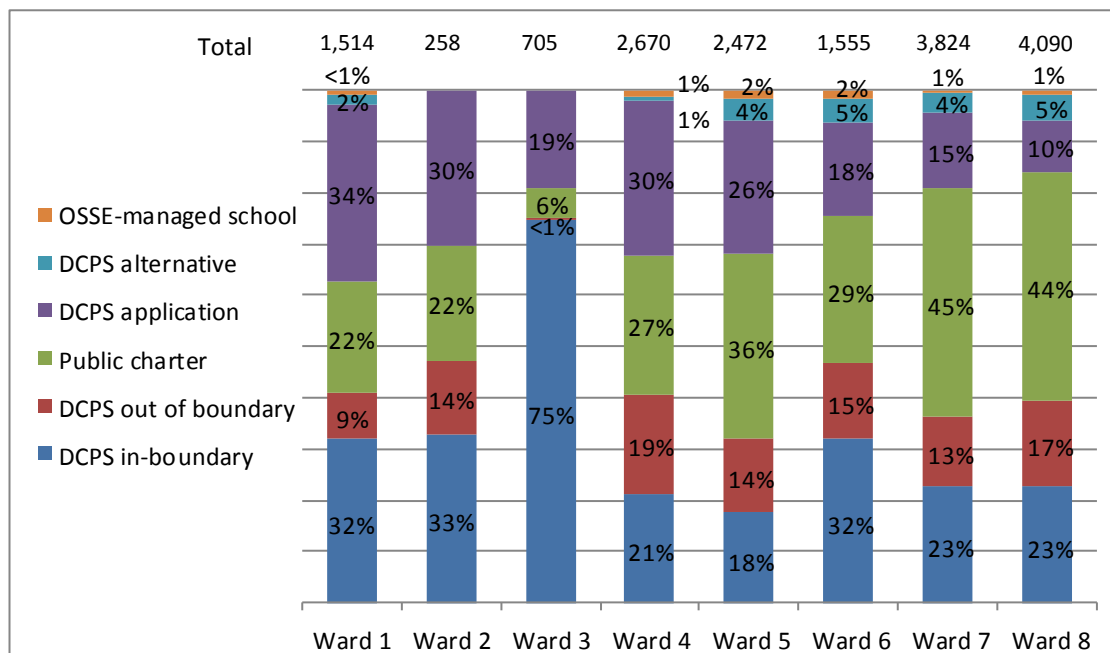


Figure 13 shows the number of 9th—12th grade students that attended the types of schools described above by ward of residence. For instance, 75% of students living in Ward 3 attended their in-boundary DCPS school, while only 18% of students in Ward 5 did the same.

Figure 13: Share of 9th—12th Grade Students, by Ward of Residence and Sector, SY14-15



Note: Excludes 348 DCPS students attending a neighborhood school whose boundary could not be geocoded; small values for DCPS alternative students included in the DCPS out of boundary count and small values for OSSE-managed students included in the public charter count.

This section describes the share of students who attended school in the same ward as where they live, for all high school students, as well as for DCPS and public charter high school 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 9th—12th grade students who attended school in the same ward as where they lived, as of SY2014-15. On average, 41% of all high school students attended school in their own ward, ranging from 75% of Ward 3 high school students that attended school in Ward 3 to 10% of Ward 2 high school students (Ward 2 does not have a DCPS high school of right).

Figure 14: Share of 9th—12th Grade Students Who Live and Attend School in the Same Ward, by Ward of Residence, SY14-15

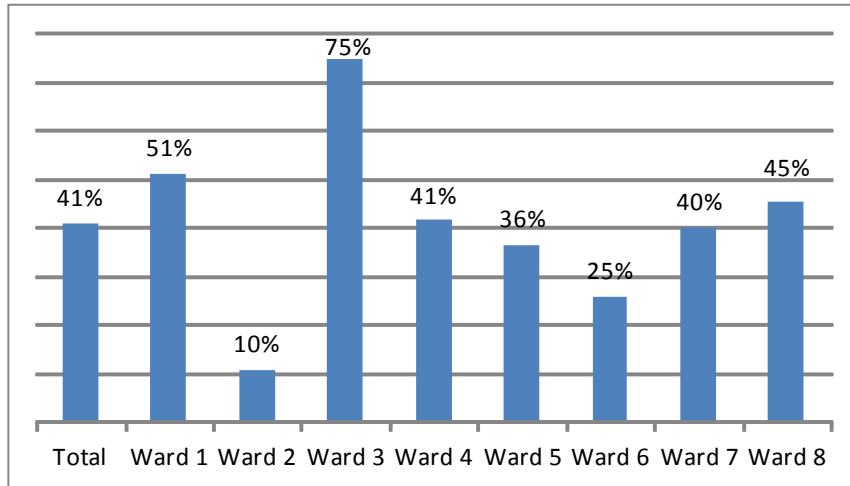
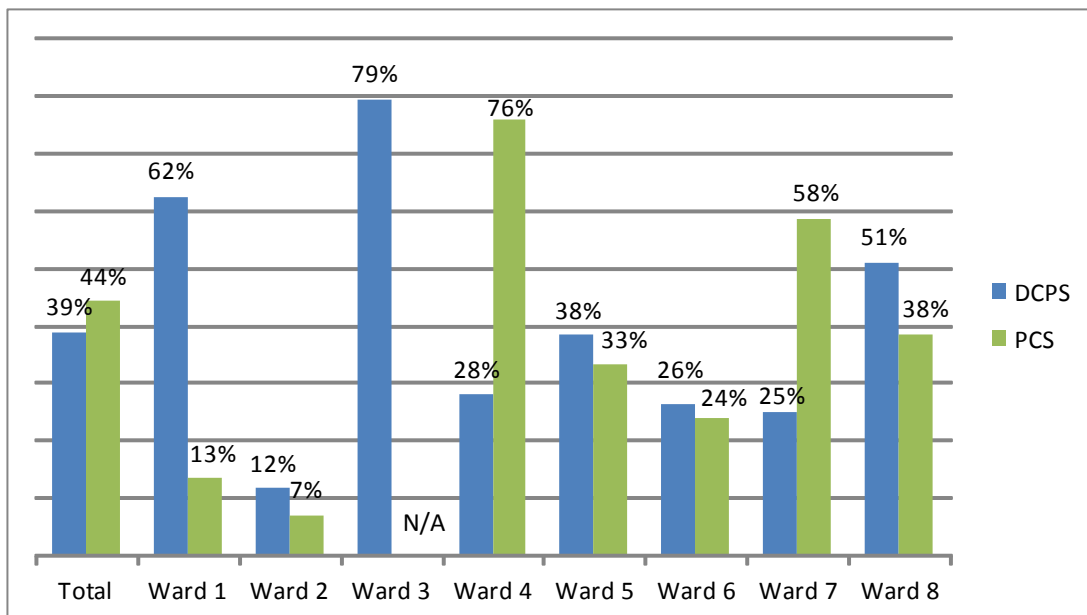


Figure 15 shows the share of students who lived in the same as ward where they were enrolled in school by sector (DCPS or public charter students). For instance, 79% of Ward 3 DCPS high school students attended school in their own ward (there were no public charter schools in Ward 3), while 76% of Ward 4 public charter school students did the same.

Figure 15: Share of 9th—12th 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 high school 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 9th—12th grade students was over 2 miles (2.38 miles). High school students in Ward 8 had the furthest median walk distance at 3.20 miles.

Figure 16: Median Walk Distance between 9th—12th Grade Students Home and School, by Ward of Residence, SY14-15

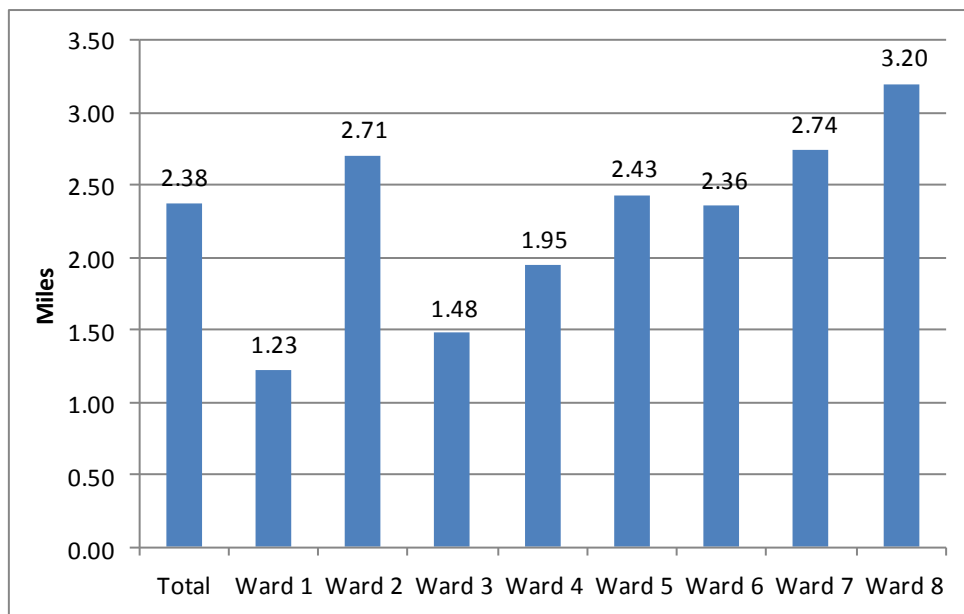
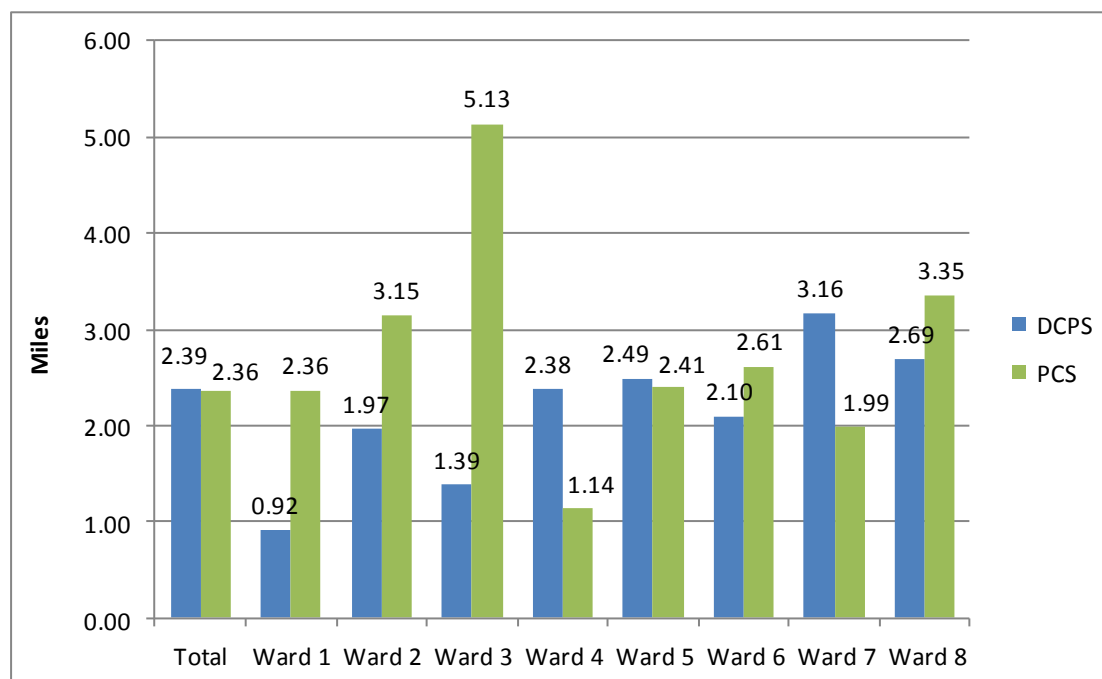


Figure 17 shows the same walking distances, but disaggregated by sector as well as by ward. Ward 3 public charter school high school students traveled the furthest—over 5 miles to their school. This long distance reflects that there were no public charter schools located in Ward 3.

Figure 17: Median Walk Distance between 9th—12th Grade Students’ Home and School, by Ward of Residence and Sector, SY14-15



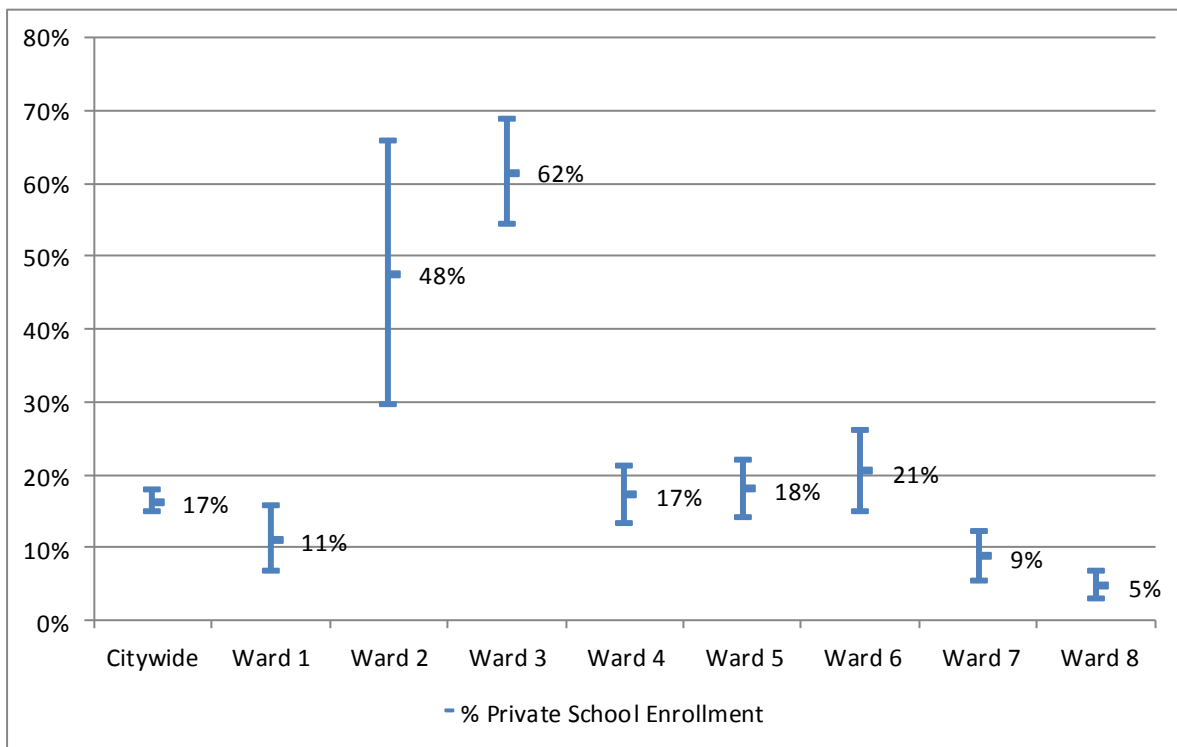
Private School Students

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

Not all of the high school-aged children 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 (ACS), 5 Year Estimates (2009-2013) for grades 9th–12th.

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 examples, for the period between 2009-2013, you can be 90% confident that the true share of all 9th–12th graders that attended private school was between 15% and 18%. High school children in Wards 2 and 3 were the most likely to attend private school compared to the other wards. See Appendix 3 for the margins of error.

Figure 18: Share of Private School Enrollment for 9th–12th Grade, by Ward of Residence, 2009-2013



Source: American Community Survey, 2009-2013 Table S1401

Supply and Demand: Programmatic Capacity of 9th—12th Grade Schools

This section describes the programmatic capacities of DCPS and public charter school buildings serving 9th—12th grades.

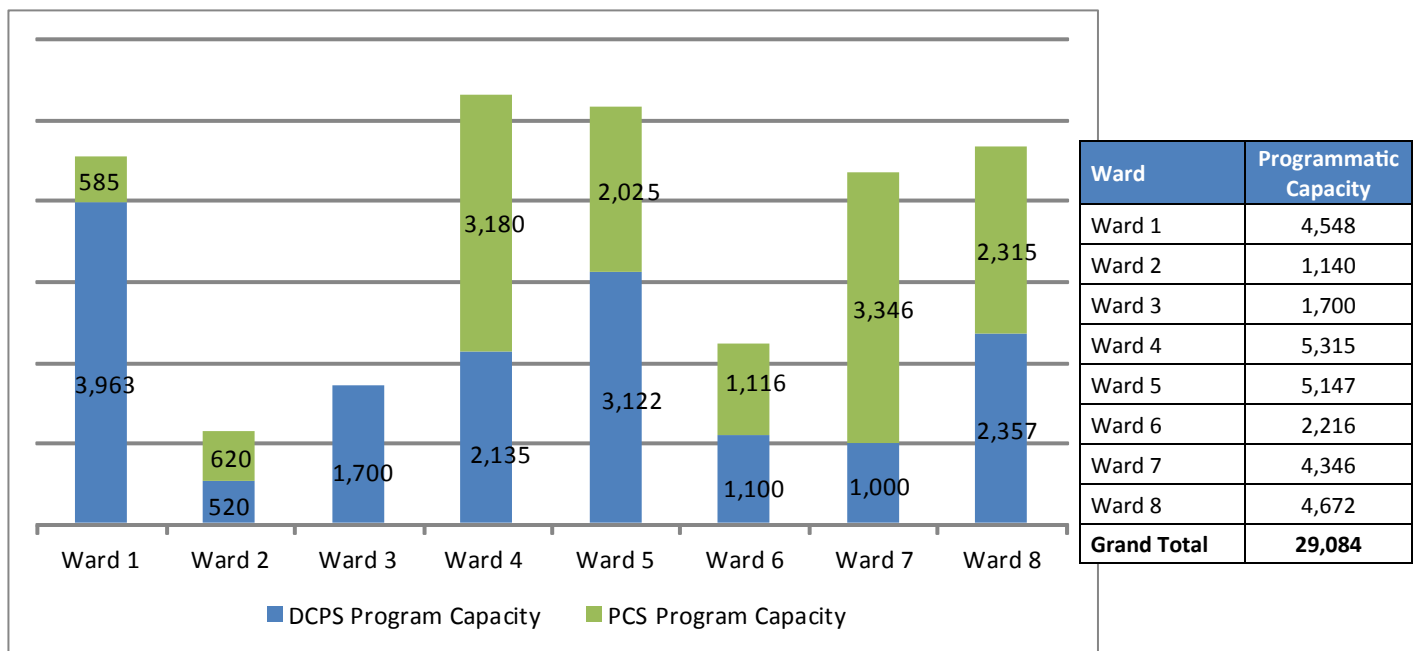
For the first time, programmatic capacities are available for both DCPS and the public charter schools; previously they were only available for DCPS schools. Program capacity reflects the maximum number of students that can be housed in each school building given the schools’ existing educational programs, 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 39 schools serving 9th—12th grade in SY2014-15 had a programmatic building capacity of 29,084 students (see Table 1). This means that the buildings housing these schools had the capacity for 29,084 students, which could include grades lower than 9th grade. The DCPS programmatic capacity was 15,897 seats, meaning that these schools had the capacity to serve up to 15,897 students in all grades offered in those schools. Similarly, public charter schools serving 9th—12th grades had a capacity of 13,187 seats for all the grades offered in those buildings. Figure 19 shows programmatic capacity of the school buildings by ward and sector. Ward 4 had the greatest capacity (up to 5,315 students), driven largely by public charter schools (up to 3,180 students). Wards 5 and 8 also had large programmatic capacities at up to 5,147 and 4,672 students, respectively.

Table 1: Programmatic Capacity for Buildings with Grades 9th—12th, by Sector, SY14-15

Total Programmatic Capacity	29,084
DCPS Program Capacity	15,897
PCS Program Capacity	13,187

Figure 19: Programmatic Capacity for Buildings with Grades 9th—12th, by Ward of School and Sector, SY14-15



Note: Programmatic capacities are for the entire building, including grades lower than grade 9. 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 9th—12th, 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 rates, 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 9th—12th grade had an average utilization rate of 84% of their total capacity. Ward 7 high schools had the lowest average utilization rate (64%) and Ward 2 high schools had the highest average utilization rate (113%).

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 in-boundary students and the denominator is the school’s total enrollment). The average DCPS elementary school had an school in-boundary rate of 63%. Table 2 also breaks the information down by ward of the school. For instance, 73% of DCPS Ward 8 9th—12th grade 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 9th—12th 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 9th—12th grade students living in the boundary (all DCPS and public charter students living in the boundary, regardless of where they are enrolled). Table 2 shows that, on average, 25% of all public high school students enrolled in their in-boundary DCPS school in SY2014-15. High school students living in Ward 3 were more likely to attend their in-boundary DCPS school (58% of all Ward 3 public 9th—12th grade students) while Ward 4 high school students were less likely to attend their in-boundary DCPS school (15% of all Ward 4 public 9th—12th 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 9th—12th Grade Schools, by Ward of School, SY14-15

Ward	Average Facility Utilization Rate	Average School In-Boundary Rate	Average Boundary Participation Rate
Ward 1 ⁴	85%	64%	20%
Ward 2 ⁵	113%	N/A	N/A
Ward 3	105%	57%	58%
Ward 4	78%	56%	15%
Ward 5	70%	63%	22%
Ward 6	93%	60%	22%
Ward 7	64%	66%	32%
Ward 8	85%	73%	21%
Total	84%	63%	25%

⁴ Capacity for Duke Ellington School of the Arts is excluded since the building is undergoing renovations.

⁵ There was no Ward 2 comprehensive high school.

Map 1 Legend, Location of school buildings offering grades 9th—12th in SY2014-15

Label #	School Name(s)	Grades Served
1	Anacostia HS	9th-12th
2	Ballou HS	9th-12th
3	BASIS DC PCS	5th-10th
4	Benjamin Banneker HS	9th-12th
5	Capital City PCS – High School	9th-12th
6	Cardozo EC	6th-12th
7	Cesar Chavez PCS for Public Policy – Capitol Hill	9th-12th
8	Cesar Chavez PCS for Public Policy – Parkside High School	9th-12th
9	Cesar Chavez PCS for Public Policy – Chavez Prep	6th-9th
10	Columbia Heights EC 9–12 (CHEC)	6th-12th
11	Coolidge HS	9th-12th
12	Dunbar HS	9th-12th
13	Eastern HS	9th-12th
14	E.L. Haynes PCS – High School	9th-12th
15	Ellington School of the Arts @ Garnet-Patterson	9th-12th
16	Ellington School of the Arts @ Meyer	9th-12th
17	Friendship PCS – Technology Preparatory Academy	6th-12th
18	Friendship PCS – Collegiate Academy	9th-12th
19	Hospitality PCS	9th-12th
20	IDEA (Integrated Design Electronics Academy) PCS	9th-12th
21	KIPP DC – College Preparatory PCS	9th-12th
22	Luke Moore Alternative HS	9th-12th
23	Maya Angelou PCS – High School	9th-12th
24	McKinley Technology HS	9th-12th
25	National Collegiate Preparatory Public Charter High School	9th-12th
26	Options PCS	6th-12th
27	Paul Public Charter School – International High School	9th-11th
28	Perry Street Preparatory PCS	PK3-12th
29	Phelps Architecture, Construction, and Engineering High School	9th-12th
30	Richard Wright PCS for Journalism and Media Arts	8th-12th
31	Roosevelt HS @ McFarland	9th-12th
32	School for Educational Evolution and Development (SEED) PCS	6th-12th
33	School Without Walls HS	9th-12th
34	Somerset Preparatory Academy PCS	6th-9th
35	Thurgood Marshall Academy PCS	9th-12th
36	Washington Latin PCS – Upper School	9th-12th
37	Washington Mathematics Science Technology PCHS	9th-12th
38	Washington Metropolitan HS	9th-12th
39	Wilson HS	9th-12th
40	Woodson HS	9th-12th