



Public Education Supply and Demand for the District of Columbia Middle School Fact Sheet, SY2014-15

Date of Release: 2/18/16

This fact sheet describes the District’s public middle schools and the students attending them during SY2014-15. In order to uniformly capture this information, this fact sheet includes information about schools that offers at least one grade in the 6th—8th grade span even if the school offers grades beyond this grade span or does not offer all of the middle school grades. For instance, some schools offer 6th—8th, 5th—8th, PK3—8th, or 6th—12th. Information about the specific 6th—8th graders are included here while the information for grades younger or older are excluded.

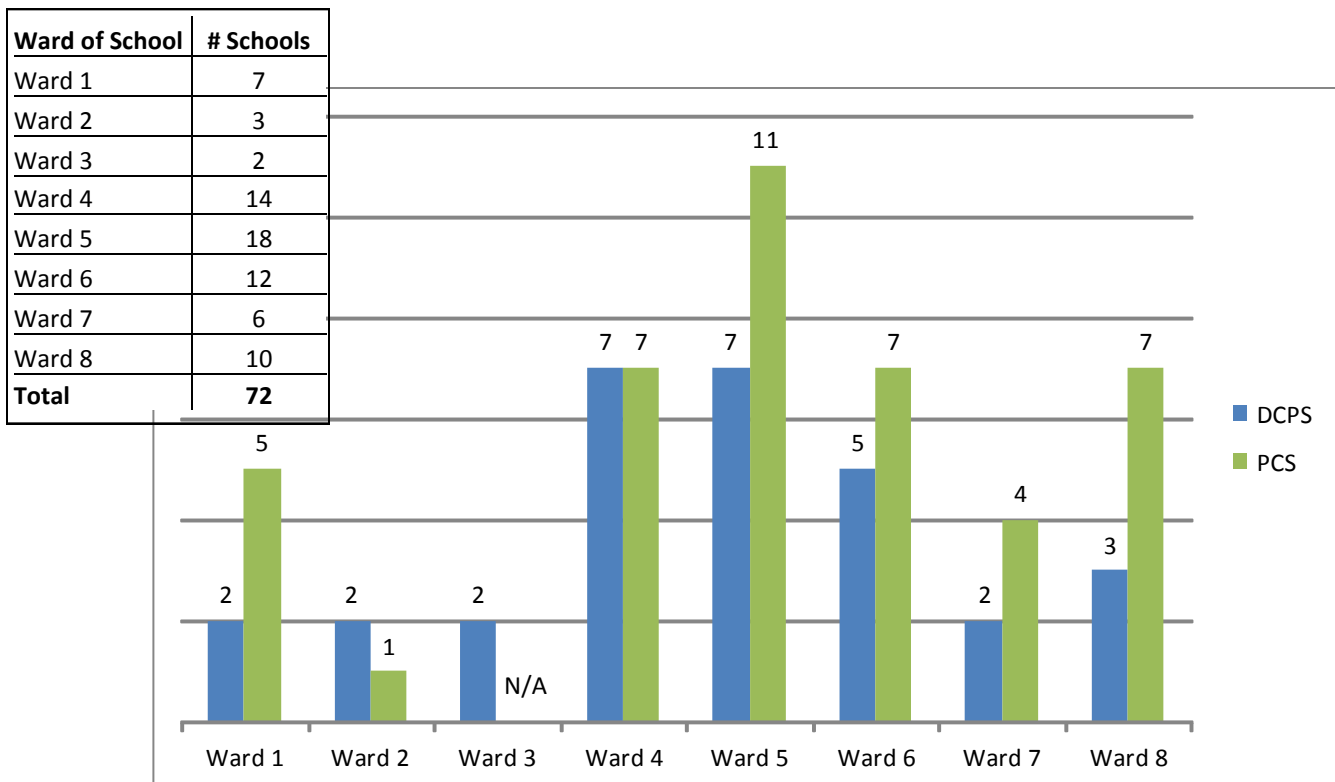
Information about the schools and their associated facilities are from the Office of the Deputy Mayor for Education (DME) in consultation with the DC Public Charter School Board (PCSB), DC Public Schools (DCPS), and the Department of General Services (DGS). The student information comes from the official 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 6th—8th

This section shows the number of DCPS and public charter schools that offered at least one grade in the 6th—8th grade span by ward of school and enrollment in SY2014-15.

There were 72 public schools¹ serving at least one grade from 6th—8th located across the eight wards of the District of Columbia as of SY2014-15. Figure 1 shows the number of schools in each ward by sector. Ward 5 had the greatest number of schools (18), driven by the greatest number of public charter schools (11) compared to other wards. Ward 4 had the next highest at 14 schools. 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 6th—8th, and number of buildings for each school.

Figure 1: Location of Schools Offering 6th—8th Grade, by Ward of School and Sector, SY14-15



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

Supply: Grade Configuration and Enrollment of Schools Offering Grades 6th—8th

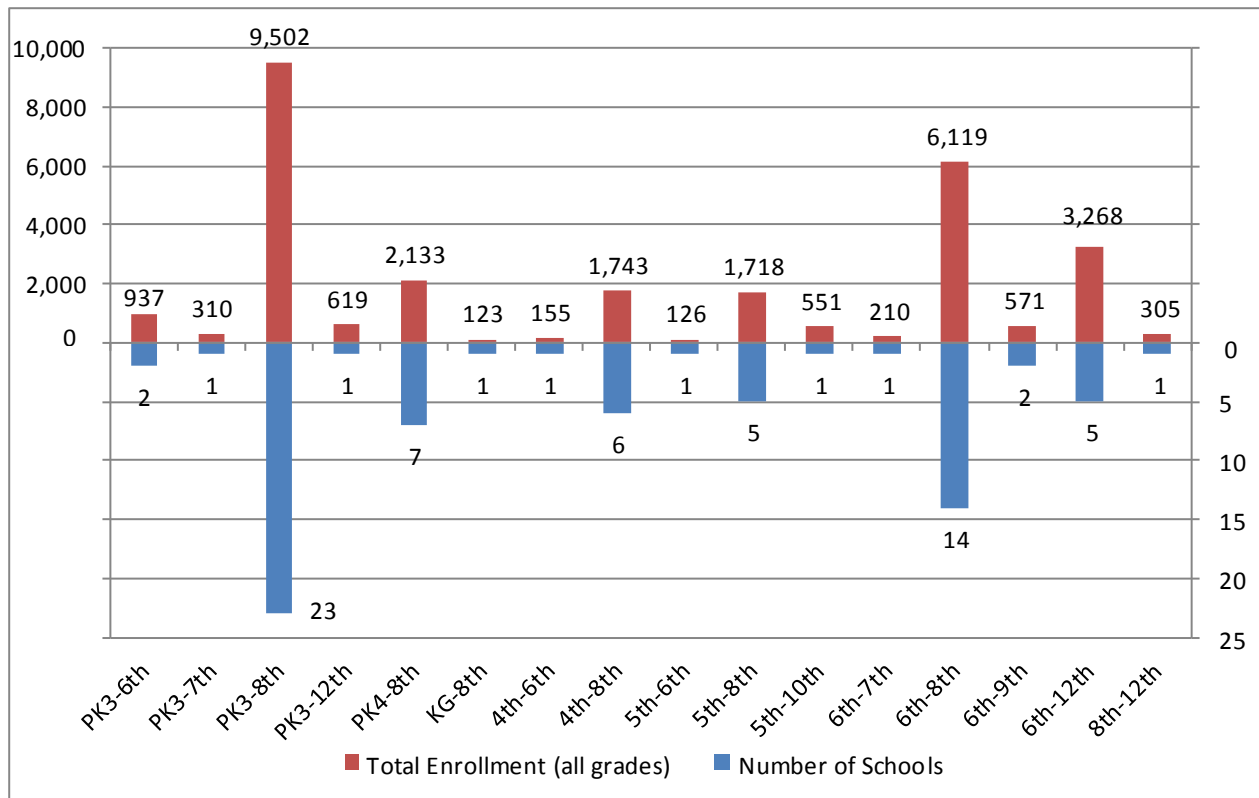
This section describes the grade configuration of schools that offered at least one grade in the 6th—8th grade span, the number of schools that offered that grade configuration, and the total enrollment of all grades.

There is no standardized middle school grade configuration in the District of Columbia. In SY2014-15, there were 16 different school configurations offering at least one grade in the middle school grade span. DCPS typically offers middle schools with either 6th—8th or combines elementary and middle schools together into education campuses with grades PK3—8.

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

As can be seen in Figure 2, PK3—8th was the most commonly offered grade configuration, with 23 schools and a total enrollment of 9,502 students, followed by the 6th—8th grade configuration with 14 schools and a total enrollment of 6,119 students. However, some middle schools also offered other grade configurations, resulting in many small schools that were one of the only, or the only, school to offer that grade configuration. See Appendix 1 for the individual schools and their specific grade configurations.

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



This section describes the middle school grade-specific enrollment of schools that offered at least one grade in the 6th—8th grade span by ward of school and by sector (DCPS and public charter schools).

There were a total of 13,512 students² in grades 6th—8th enrolled in 72 schools as of SY2014-15. Of those middle school students, 52% were enrolled at DCPS and 48% were enrolled at public charter schools. Figure 3 shows the total enrollment for just grades 6th—8th by ward of the school where the student was enrolled as of SY2014-15 (enrollment for higher or lower grades was excluded). Students may have lived in a ward other than the school’s ward. Ward 8 had the greatest number of 6th—8th grade students (2,221) enrolled at its 10 public schools. Wards 4 and 6 had the next highest middle school enrollment, with 1,935 and 1,893 students, respectively.

Figure 4 shows the total enrollment for grades 6th—8th by ward and sector. Ward 8 school enrollment was evenly divided between DCPS and public charter schools. Ward 2 had the fewest 6th—8th grade schools and students at 888 students and 3 schools. Appendix 1 lists all of the schools with their ward, grade span, total enrollment for the entire school, total enrollment for only grades 6th—8th, and number of buildings for each school.

Figure 3: Enrollment of Schools Offering 6th—8th Grade, by Ward of School, SY14-15

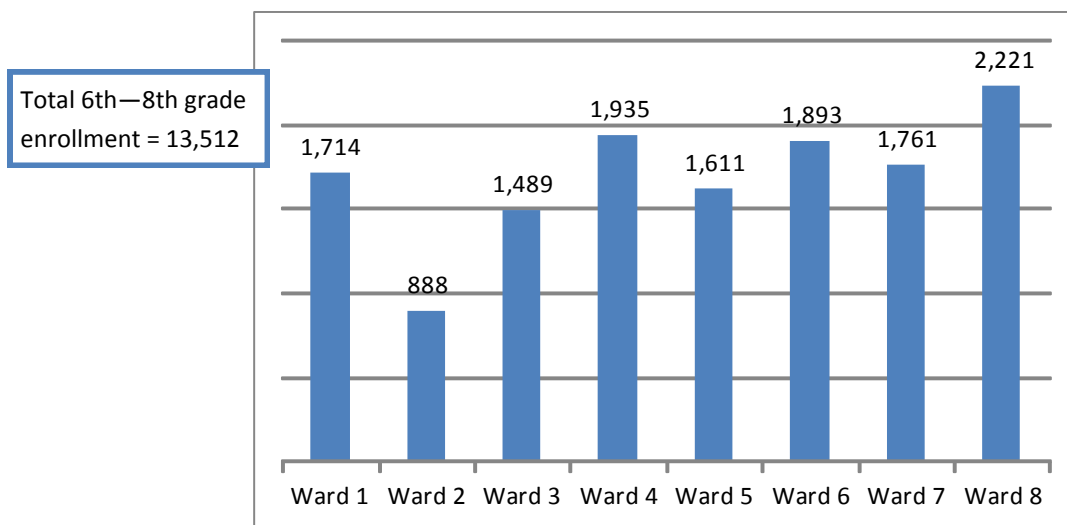
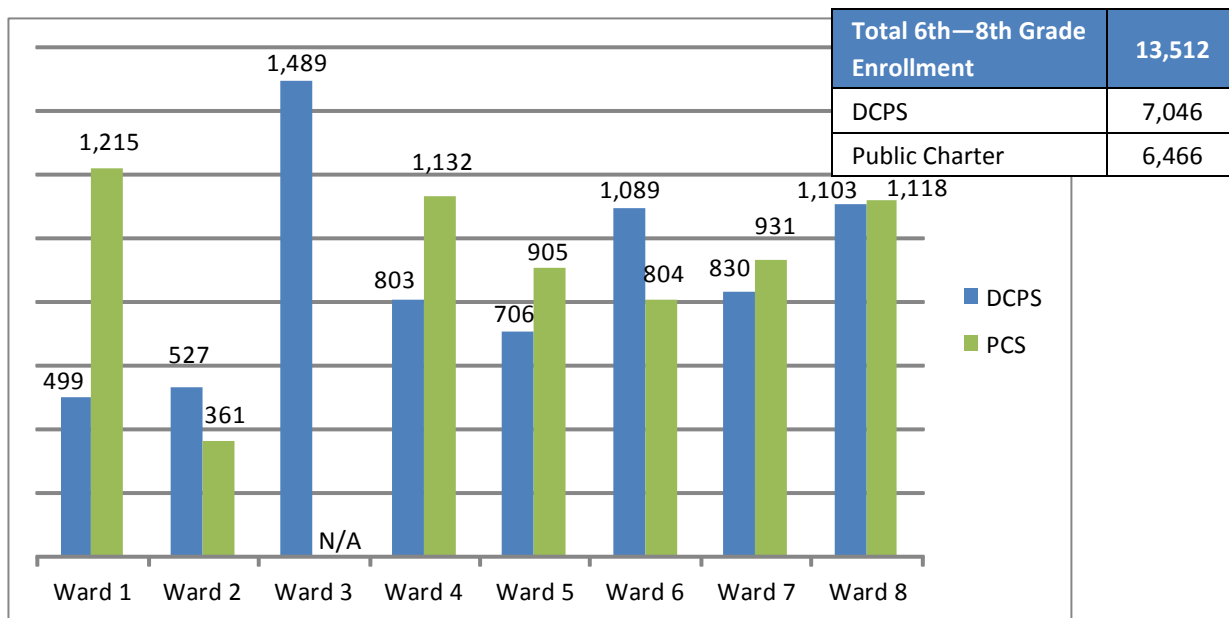


Figure 4: Enrollment of Schools Offering 6th—8th Grade, by Ward of School and Sector, SY14-15



² School enrollment includes enrollment for only grades 6th—8th and excludes younger or older grades that may be offered at the school.

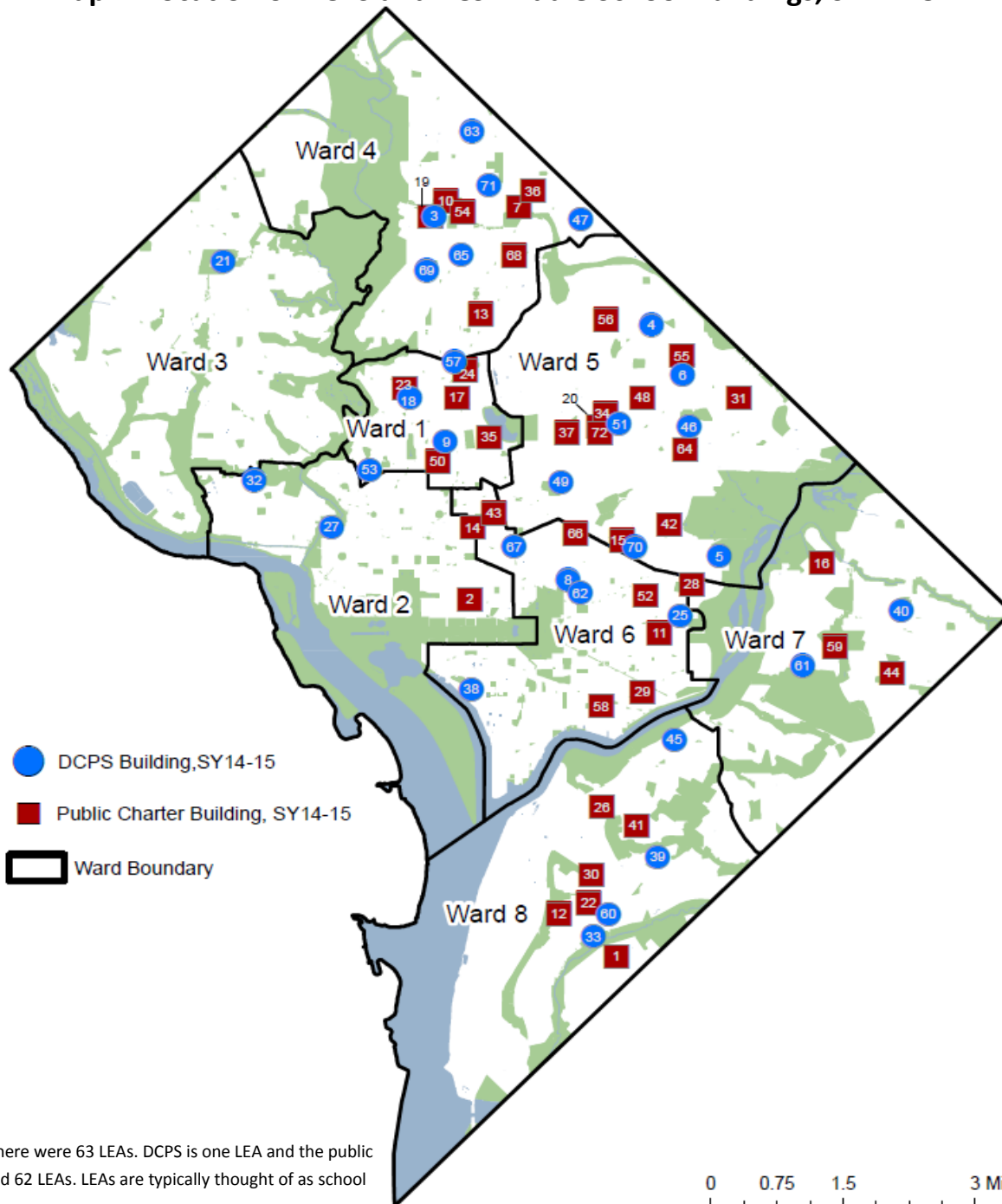
Note: No public charter schools were located in Ward 3.

Supply of Buildings: Location of School Buildings Serving Grades 6th—8th

This section shows the location of school buildings that offered at least one grade in the 6th—8th 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 72 public school *buildings* that offered at least one grade in the 6th—8th 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 middle grades are shown in Map 1 (some middle schools may have shared their building with an elementary or high 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 6th—8th 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 Middle School Buildings, SY14-15



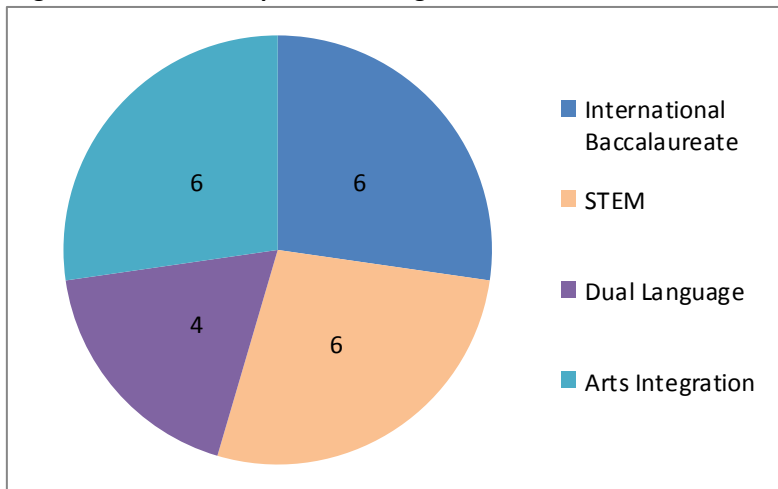
³ In SY2014-15, there were 63 LEAs. DCPS is one LEA and the public charter sector had 62 LEAs. LEAs are typically thought of as school districts.

Supply of Programs: Academic Programs in Schools Serving Grades 6th—8th

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

Out of the 72 schools that offered 6th—8th grade, 21 schools (29%) offered the following specialized programs: International Baccalaureate; Science, Technology, Engineering, and Math (STEM); Dual Language; and Arts Integration. Programs were self-reported by schools and may vary in nature from school to school. In addition, schools may offer other programs not included here. Information about the programs is from the PCSB charter school finder and DCPS school profiles. See Appendix 2 for an exact listing of schools and programs.

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

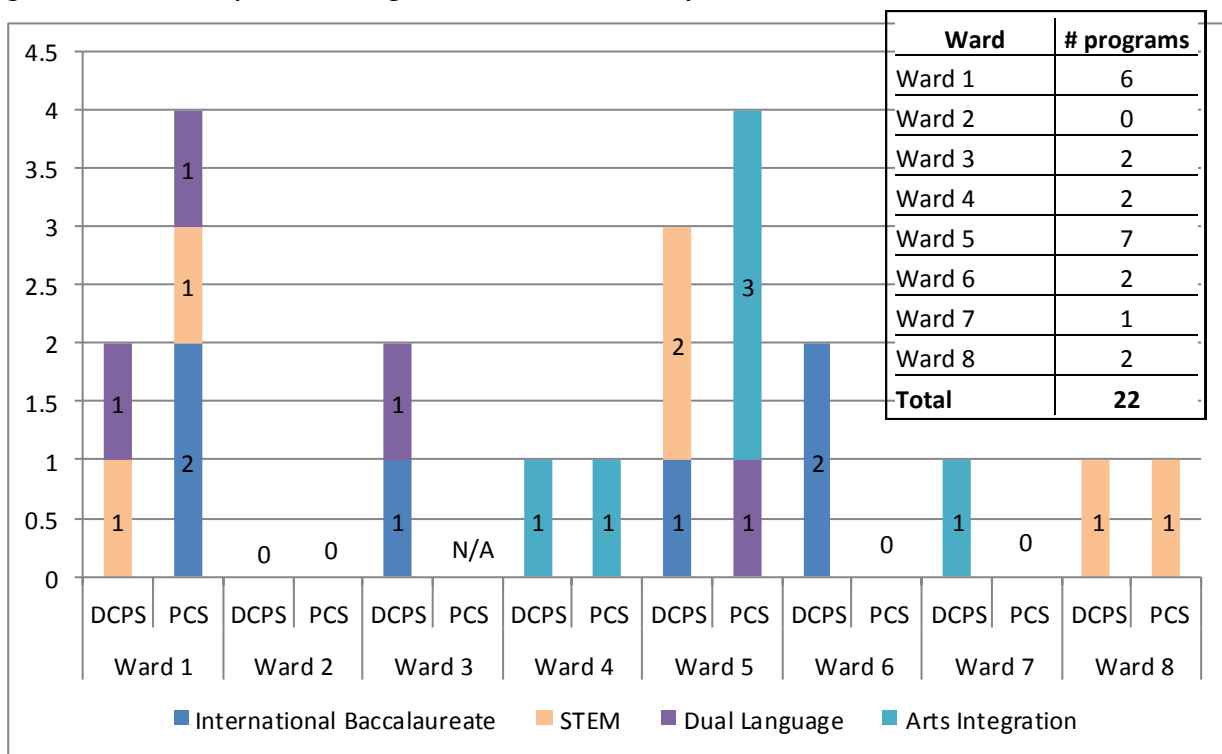


In all, the 21 schools offered 22 of the specialized programs (one school offered two programs). International Baccalaureate, STEM, and Arts Integration programs were the most frequently offered (6 programs and schools each), see Figure 5.

Figure 6 shows the total number of selected programs offered by ward of the school and sector (DCPS or public charter). Overall, Ward 5 offered the most programs; it should also be noted that Ward 5 had the greatest number of public charter schools in the city as well (see Figure 1). Arts Integration programs were the most frequently offered in Ward 5 public charter schools (3 programs).

Note: There were 22 programs offered in 21 schools.

Figure 6: Number of Specialized Programs in Middle 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 (schools currently seeking IB authorization are included); **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); and **Arts Integration**: a program integrating the arts into multiple content areas.

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

DCPS middle schools and the education campuses (offering either PK—8th grade or 6th—12th) are schools of right, meaning that students who live within the school’s attendance zone are guaranteed enrollment at any time during the school year. As described later in the fact sheet, 32% of all 6th—8th grade students attended their DCPS in-boundary school in SY2014-15.

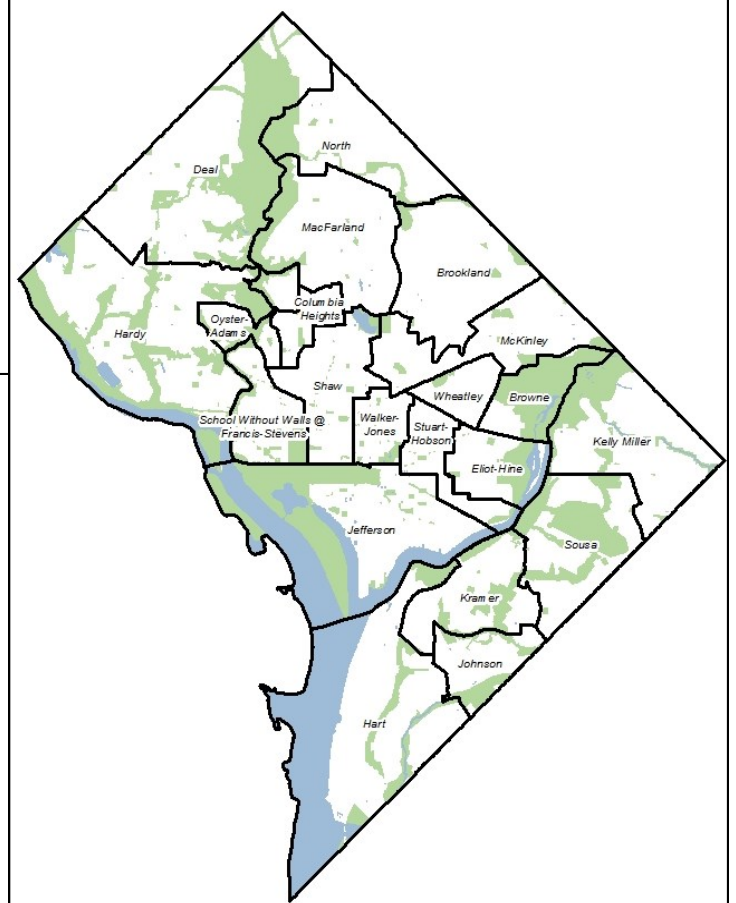
In 2014, the DME and DCPS led a comprehensive review process of the DCPS school boundaries and the city’s student assignment policies, which resulted in the adoption of the revised school boundaries displayed below. The purpose of the revision was to

address previously closed schools (e.g. Backus, Merritt, and Ron Brown) as well as to ensure that there are a sufficient and evenly distributed number of students living within each of the boundaries. The boundary revisions also reverted many of the former education campuses back to elementary campuses. Map 2 shows the DCPS school boundaries prior to the revision that were in effect for SY2014-15. Map 3 shows the revised DCPS school boundaries that have been implemented in SY2015-16, along with extensive phase-in policies. The revised boundary process also took into account the potential reopening of three additional middle schools: MacFarland MS, Shaw MS, and one middle school in the far north.

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



Map 3: DCPS Middle School Boundaries Starting SY15-16



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 6th—8th Grade Students

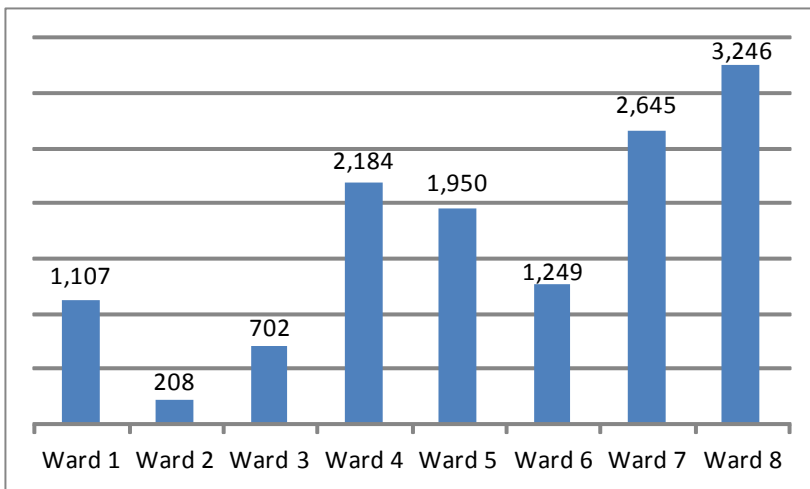
This section describes where 6th—8th grade students lived and their demographics. This includes their race/ethnicity, special education needs, English Language Learners, and at risk of academic failure status.

As of SY2014-15, there were 13,512 public school students enrolled in grades 6th—8th in DCPS and public charter schools. Figure 7 shows the number and distribution of where 6th—8th grade public school students lived (ward of residence) in SY2014-15 according to the audited enrollment. Ward 8 had the greatest number of 6th—8th grade students (3,246).

The majority of the 6th—8th grade students in SY2014-15 were African American (74%) followed by Hispanic (14%) and white students (8%) (Figure 8).

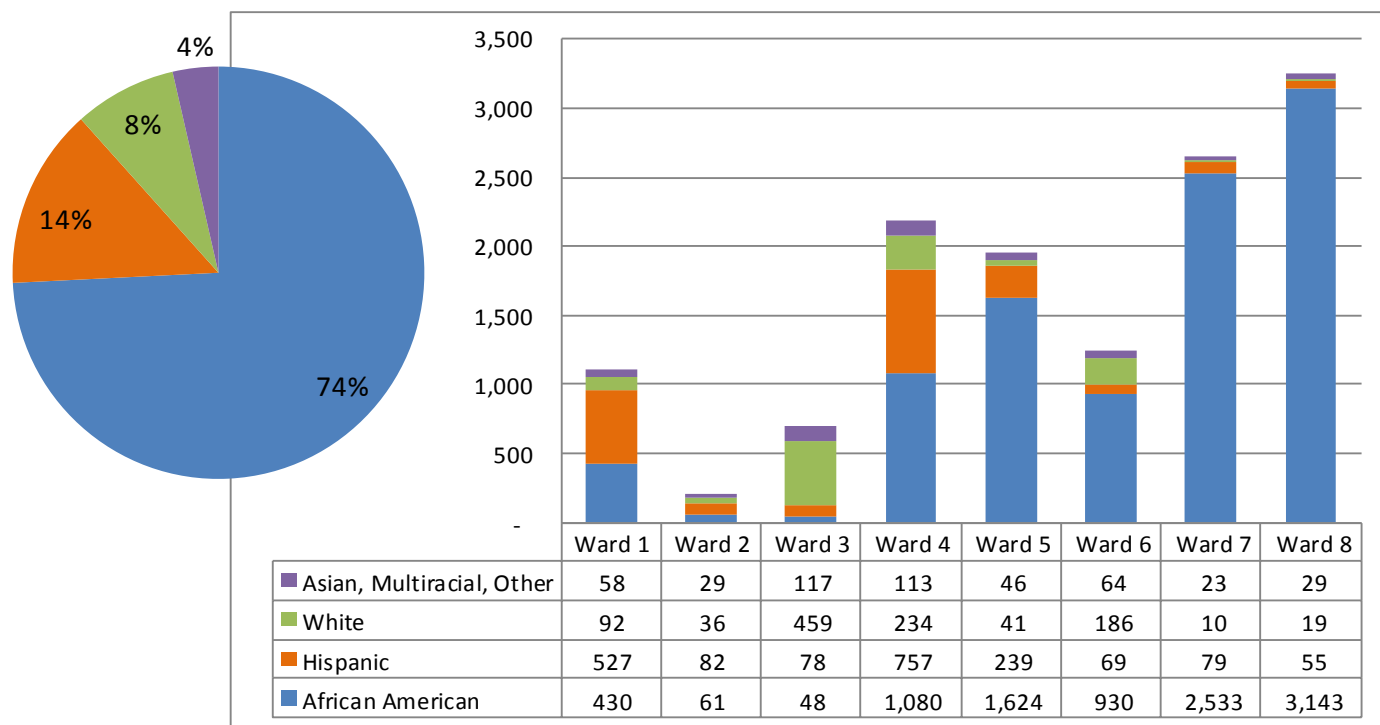
Figure 8 also shows the racial/ethnic make up of students in SY2014-15 by ward of residence. Almost all of the students in Wards 7 and 8 were African American, while Ward 4 had the largest number of Hispanic middle school students (757) and Ward 3 had the greatest number of white students (459 students).

Figure 7: Number of 6th—8th Grade Public School Students, by Ward of Residence, SY14-15



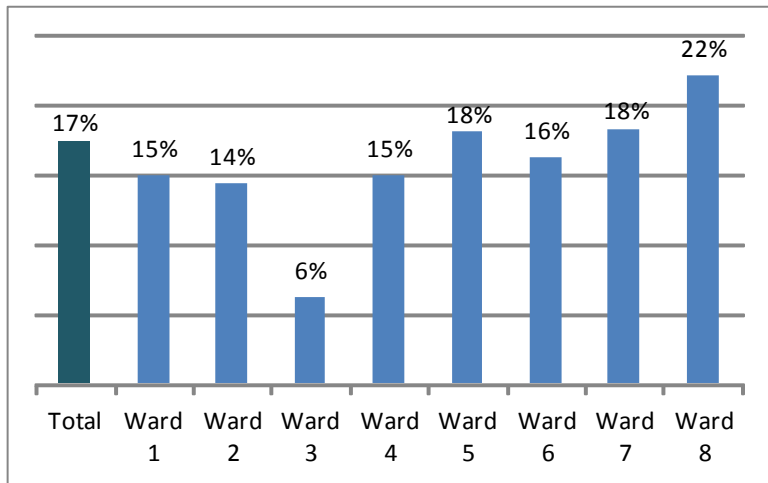
Note: 221 students' ward could not be geocoded.

Figure 8: Share and Number of 6th—8th Grade Public School Students by Race/Ethnicity, by Ward of Residence, SY14-15



Note: 221 students' ward could not be geocoded.

Figure 9: Share of 6th—8th Grade Public School Students with Special Education Needs, by Ward of Residence, SY14-15



Out of all 6th—8th grade students, 17% 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. Middle school students in Wards 5, 7, and 8 had slightly higher specialized education needs at 18% in Wards 5 and 7 and 22% in Ward 8, compared to middle 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 5% of the middle school grade population were ELL; Wards 1 and 2 had the highest shares of ELL students at 18% and 17%, respectively.

Figure 10: Share of 6th—8th Grade Public School Students with English Language Learner Status, by Ward of Residence, SY14-15

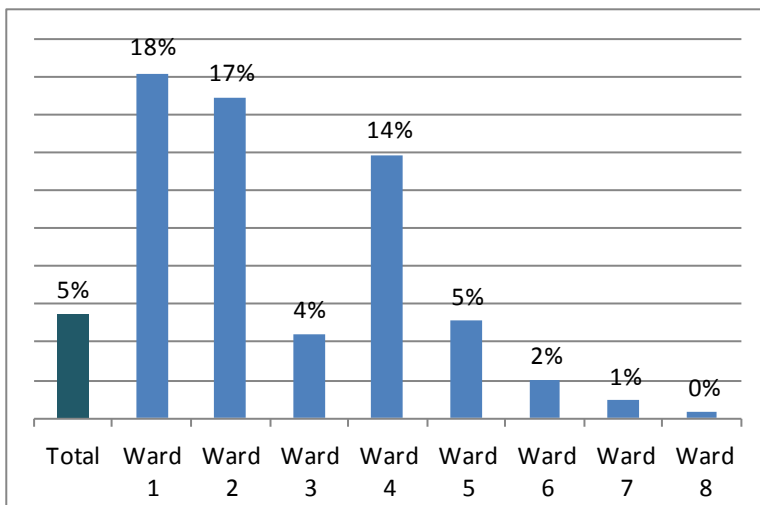
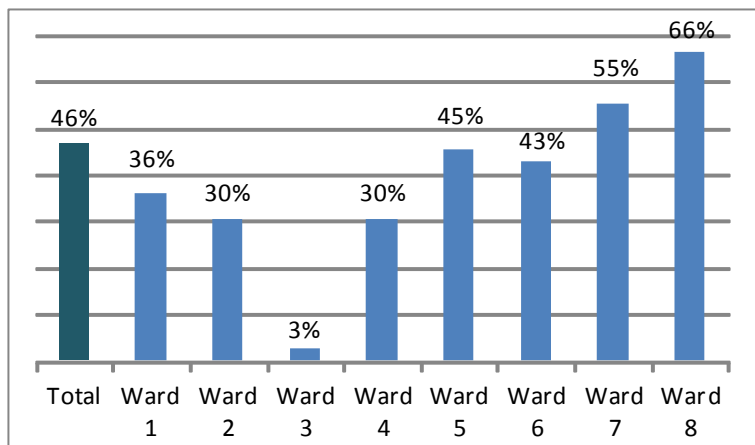


Figure 11: Share of 6th—8th Grade Public School Students with At Risk of Academic Failure Status, by Ward of Residence, SY14-15



At risk of academic failure is a local District definition that identifies vulnerable students, such as students who are homeless, in foster care, qualify for federal food stamps and welfare, or are overage for high school. This identification is to ensure that schools receive additional local funds to serve these students. Citywide, 46% of all middle 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 55% and 66%, respectively.

Demand: Where 6th—8th Grade Students Attend School

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

The District has many enrollment options: students can either attend their neighborhood DCPS school (i.e., in-boundary school of right) or enter the common lottery to attend an out of boundary DCPS school, a citywide DCPS school, or a public charter school. This means that students can attend school outside of their own neighborhood. Figure 12 shows the number and share of 6th—8th grade students that attended each of these four types of schools in SY2014-15. Nearly half of 6th—8th grade students (48%) attended a public charter school, while 29% attended their in-boundary DCPS school and another 23% attended their out of boundary public charter school. Less than 1% of 6th—8th grade students attended a citywide DCPS school.

Figure 12: Number and Share of 6th—8th Grade Students Enrollment, SY14-15

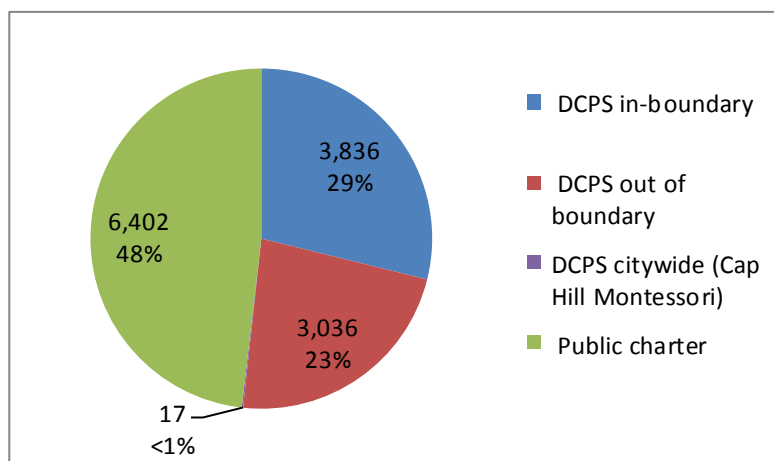
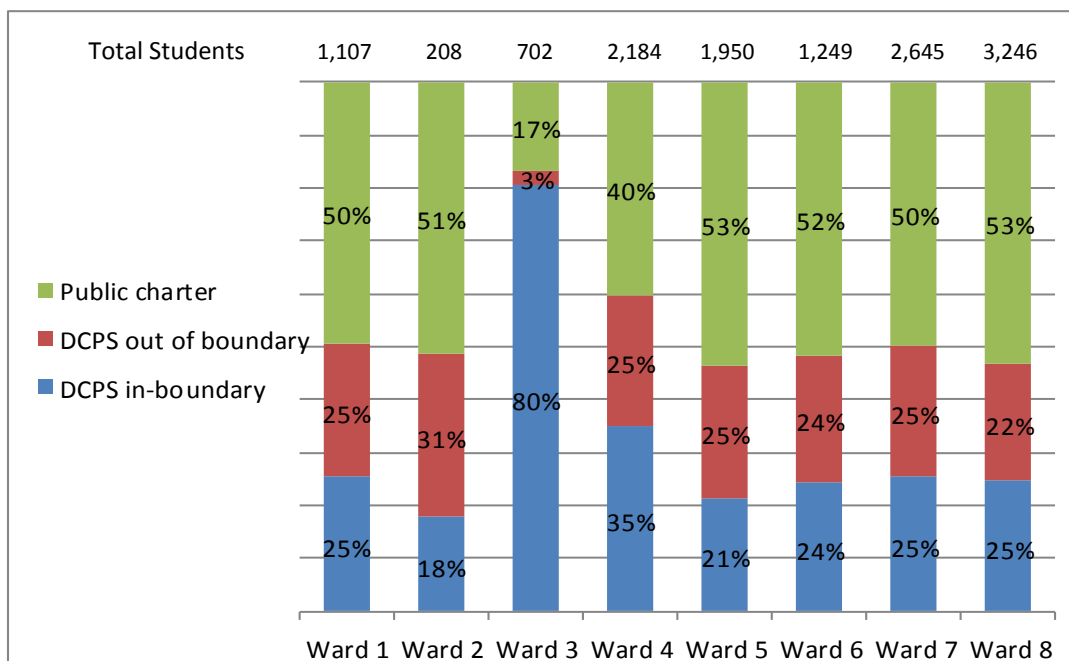


Figure 13 shows the number of 6th—8th grade students that attended their in-boundary DCPS school, an out of boundary DCPS school, or a public charter school by the student’s ward of residence. For instance, 80% of students living in Ward 3 attended their in-boundary DCPS school, while only 18% of students in Ward 2 did the same.

Figure 13: Share of 6th—8th Grade Students, by Ward of Residence and Sector, SY14-15



Note: Excludes 221 students whose boundary could not be geocoded; small values for DCPS citywide students included in the DCPS out of boundary count.

This section describes the share of students who attended school in the same ward as where they lived, for all middle school students, as well as for DCPS and public charter middle 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 6th—8th grade students who attended school in the same ward as where they lived, as of SY2014-15. On average, 51% of all 6th—8th grade students attended school in their own ward, ranging from 76% in Ward 3 to 37% in Ward 2.

Figure 14: Share of 6th—8th Grade Students Who Live and Attend School in the Same Ward, by Ward of Residence, SY14-15

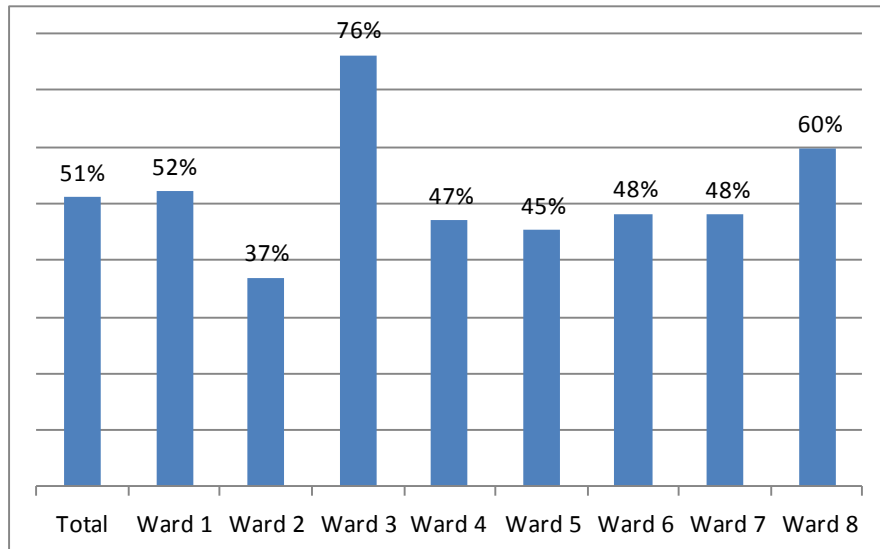
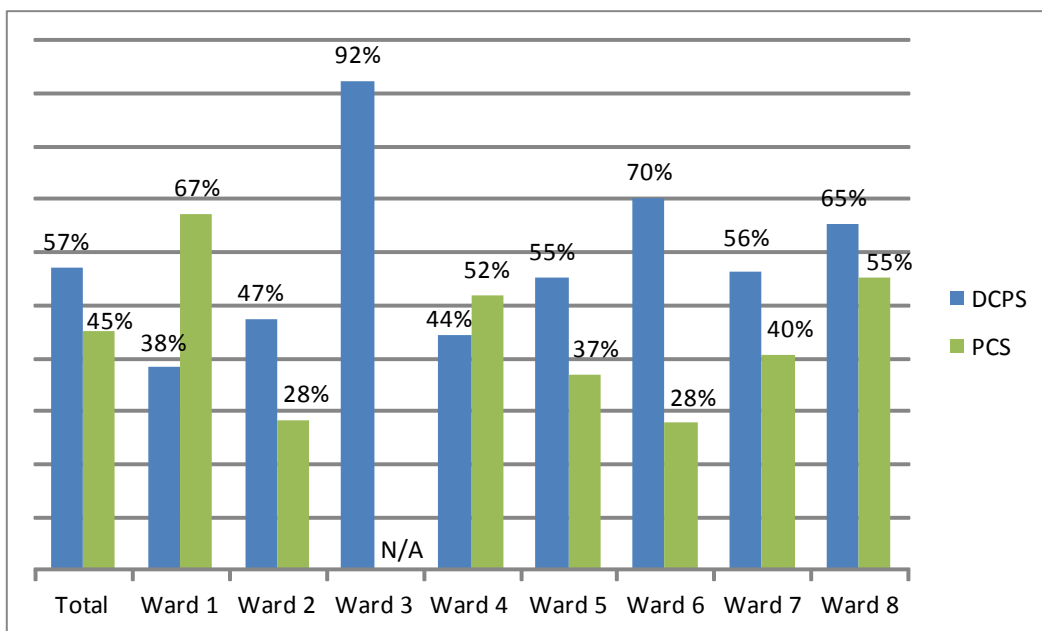


Figure 15 shows the share of students who lived in the same ward as where they were enrolled in school by sector (DCPS or public charter students). For instance, 92% of Ward 3 DCPS middle school students attended school in their own ward (there are no public charter schools in Ward 3), while 67% of Ward 1 public charter school students did the same.

Figure 15: Share of 6th—8th 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 middle 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 6th—8th grade students was over 1.5 miles (1.61 miles). Middle school students in Ward 7 had the furthest median walk distance at 2.41 miles.

Figure 16: Median Walk Distance between 6th—8th Grade Students Home and School, by Ward of Residence, SY14-15

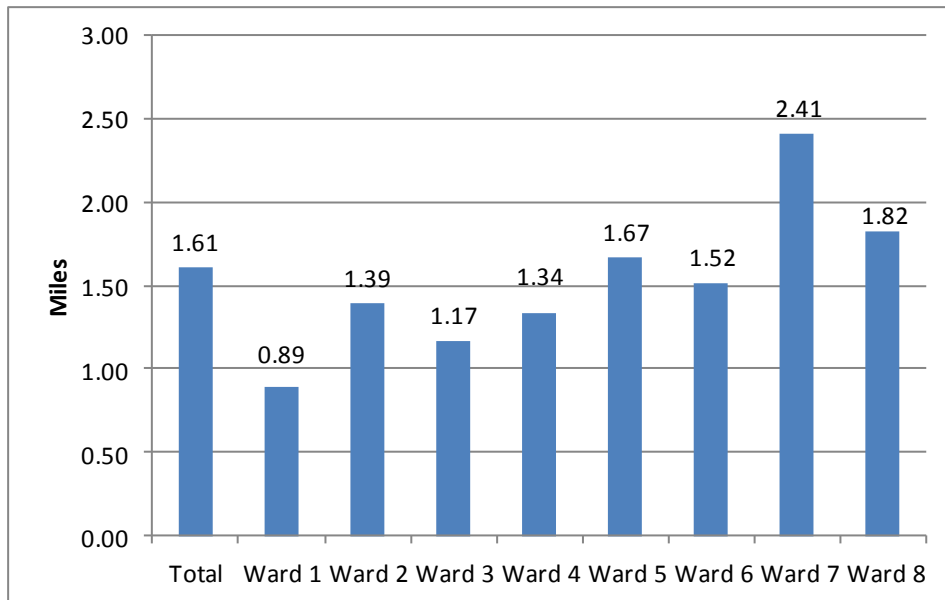
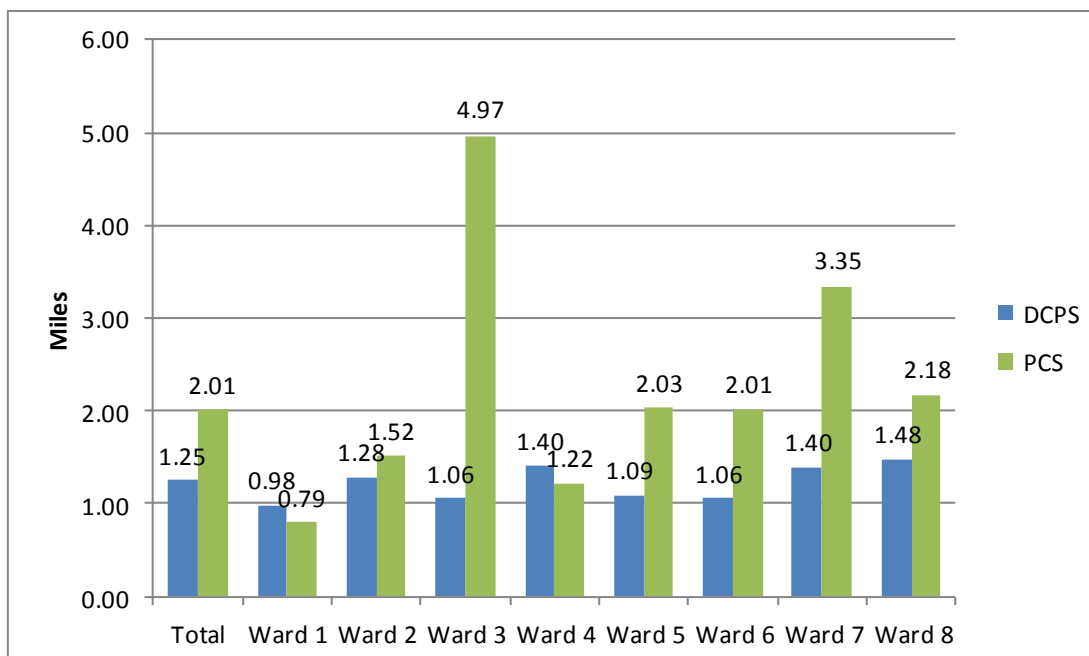


Figure 17 shows the same walking distances, but disaggregated by sector as well as by ward. Ward 3 public charter school middle school students traveled the furthest—almost 5 miles to their school. This long distance reflects that there were no public charter schools located in Ward 3.

Figure 17: Median Walk Distance between 6th—8th Grade Students’ Home and School, by Ward of Residence and Sector, SY14-15



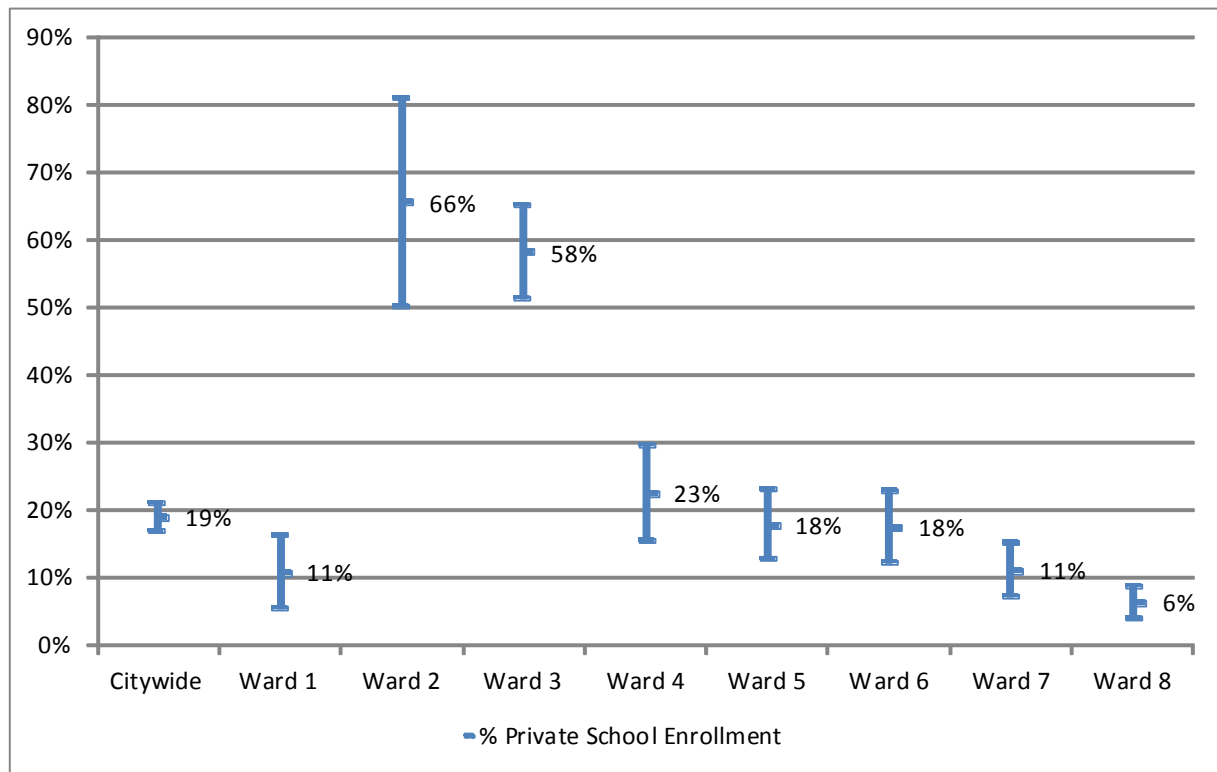
Private School Students

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

Not all of the middle school-aged students living in the District attend public school. Figure 18 shows the share of private school enrollment by ward according to the American Community Survey (ACS), 5 Year Estimates (2009-2013) for grades 5th—8th (the ACS uses grades 5th—8th rather than 6th—8th.)

Since the information come from survey samples of the District from the US Census Bureau and are not administrative records from a city agency, the survey estimations include the average estimation plus the margin of error (the average is labeled in Figure 18 and the margin of error is the blue bar above and below). The margin of error is used to calculate the lower and upper confidence bounds (using a 90% probability) that the survey estimate contains the true value. The larger the margin of error, the wider the range of what the true value may be. For example, for the period between 2009-2013, you can be 90% confident that the true share of all 5th—8th graders that attended private school was between 17% and 21%. Middle school children in Wards 2 and Ward 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 5th—8th Grade, by Ward of Residence, 2009-2013



Source: American Community Survey, 2009-2013 Table S1401

Supply and Demand: Programmatic Capacity of 6th—8th Grade Schools

This section describes the programmatic capacities of DCPS and public charter school buildings serving 6th—8th grades.

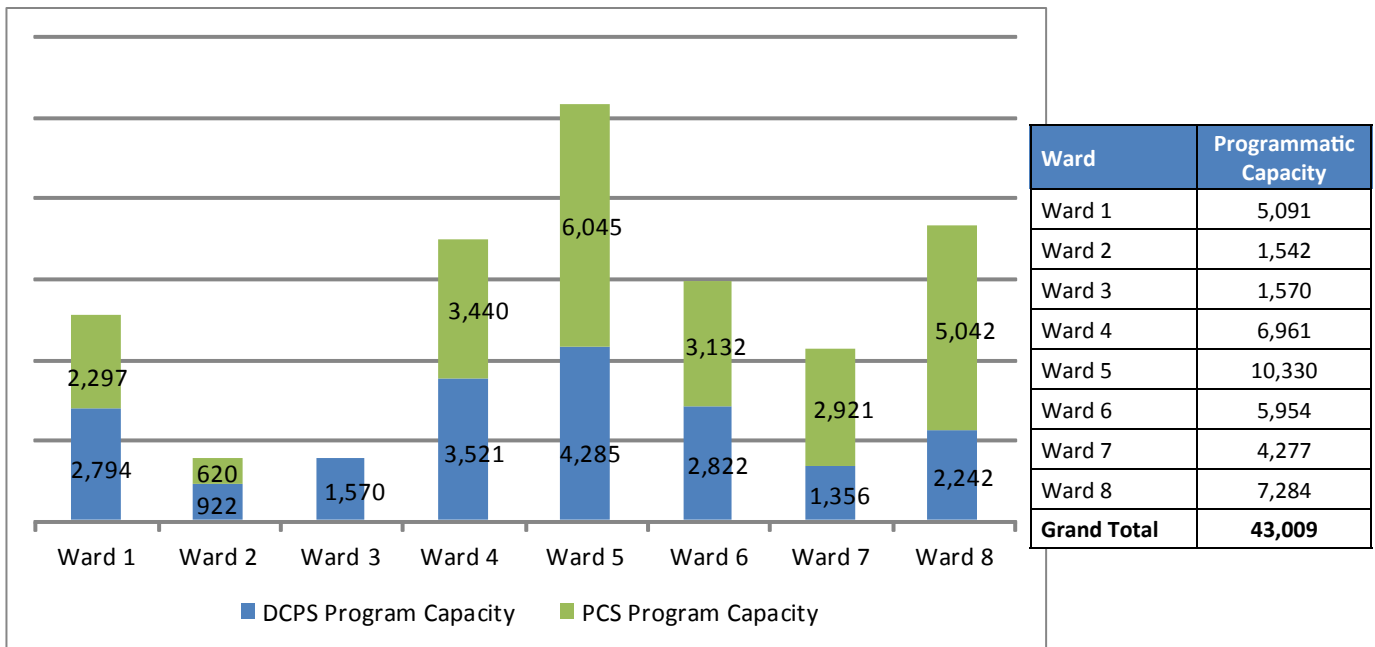
For the first time, programmatic capacities are available for both DCPS and the public charter schools; previously they were only available for DCPS schools. Program capacity reflects the maximum number of students that can be housed in each school building given the schools’ existing educational programs, 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 72 schools serving 6th—8th grade in SY2014-15 had a programmatic building capacity of 43,009 students (see Table 1). This means that the buildings housing these schools had the capacity for 43,009 students, which could include grades lower than 6th grade and higher than 8th grade. The DCPS programmatic capacity was 19,512 seats, meaning that these schools had the capacity to serve up to 19,512 students in all grades offered in those schools. Similarly, public charter schools serving 6th—8th grades had a capacity of 23,497 seats for all the grades offered in those buildings. Figure 19 shows programmatic capacity of the school buildings by ward and sector. Ward 5 had the greatest capacity (up to 10,330 students), driven largely by public charter schools (up to 6,045 students). Wards 4 and 8 also had large programmatic capacities at up to 6,961 and 7,284 students, respectively.

Table 1: Programmatic Capacity for Buildings with Grades 6th—8th, by Sector, SY14-15

Total Programmatic Capacity	43,009
DCPS Program Capacity	19,512
PCS Program Capacity	23,497

Figure 19: Programmatic Capacity for Buildings with Grades 6th—8th, by Ward of School and Sector, SY14-15



Note: Programmatic capacities are for the entire building, including grades lower than grade 6 and higher than grade 8. 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 6th—8th, by ward of the schools. The following metrics show how full or utilized the DCPS schools were as of SY2014-15, the share of students enrolled at the school who lived in the school’s boundary, and the share of all students who lived in the school’s boundary who enrolled at the school.

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

The first measure is the facility utilization rate, which is calculated by dividing the schools’ total audited enrollment (including all grades offered in the school) by the schools’ programmatic capacities (including portables) citywide and for each ward. Table 2 shows that DCPS schools serving 6th—8th grade had an average utilization rate of 70% of their total capacity. Ward 8 middle schools had the lowest average utilization rate (49%) and Ward 4 middle schools had the highest average utilization rate (90%).

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 56%. Table 2 also breaks the information down by ward of the school. For instance, 15% of DCPS Ward 2 6th—8th 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 6th—8th 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 6th—8th 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, 32% of all public middle school grade students enrolled in their in-boundary DCPS school in SY2014-15. Middle school students living in Ward 3 were more likely to attend their in-boundary DCPS school (84% of all Ward 3 public 6th—8th grade students) while Ward 8 middle school students were less likely to attend their in-boundary DCPS school (23% of all Ward 5 public 6th—8th 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 6th—8th Grade Schools, by Ward of School, SY14-15

Ward	Average Facility Utilization Rate	Average School In-Boundary Rate	Average Boundary Participation Rate
Ward 1	89%	37%	20%
Ward 2	87%	15%	35%
Ward 3	84%	69%	84%
Ward 4	90%	64%	33%
Ward 5	51%	53%	24%
Ward 6	61%	27%	31%
Ward 7	61%	76%	31%
Ward 8	49%	74%	23%
Total	70%	56%	32%

Map 1 Legend, Location of school buildings offering grades 6th—8th in SY2014-15

Label #	School Name(s)	Grades Served
1	Achievement Prep PCS – Wahler Place Middle	4th-8th
2	BASIS DC PCS	5th-10th
3	Brightwood EC	PK3-8th
4	Brookland EC @ Bunker Hill	PK3-8th
5	Browne EC	PK3-8th
6	Burroughs EC	PK3-8th
7	Capital City PCS – Middle School	5th-8th
8	Capitol Hill Montessori @ Logan	PK3-7th
9	Cardozo EC	6th-12th
10	Center City PCS – Brightwood	PK4-8th
11	Center City PCS – Capitol Hill	PK4-8th
12	Center City PCS – Congress Heights	PK4-8th
13	Center City PCS – Petworth	PK4-8th
14	Center City PCS – Shaw	PK4-8th
15	Center City PCS – Trinidad	PK4-8th
16	Cesar Chavez PCS for Public Policy – Parkside Middle School	6th-8th
17	Cesar Chavez PCS for Public Policy – Chavez Prep	6th-9th
18	Columbia Heights EC 6-8 (CHEC)	6th-12th
19	Community Academy Online	KG-8th
20	DC Prep PCS – Edgewood Middle	4th-8th
21	Deal MS	6th-8th
22	Democracy Prep – Congress Heights PCS	PK3-6th
23	District of Columbia International School	6th-7th
24	E.L. Haynes PCS – Middle School	5th-8th
25	Eliot-Hine MS	6th-8th
26	Excel Academy PCS – LEAD	4th-6th
27	Francis-Stevens EC (School Without Walls @ Francis-Stevens)	PK3-8th
28	Friendship PCS – Blow-Pierce Middle	4th-8th
29	Friendship PCS – Chamberlain Middle	4th-8th
30	Friendship PCS – Technology Preparatory Academy	6th-12th
31	Friendship PCS – Woodridge Middle	4th-8th
32	Hardy MS	6th-8th
33	Hart MS	6th-8th
34	Hope Community PCS – Tolson	PK3-8th
35	Howard University Middle School of Mathematics and Science PCS	6th-8th
36	Ideal Academy PCS – North Capitol Street	PK3-8th
37	Inspired Teaching Demonstration PCS	PK3-7th
38	Jefferson Middle School Academy	6th-8th
39	Johnson MS	6th-8th
40	Kelly Miller MS	6th-8th
41	KIPP DC – AIM Academy PCS	5th-8th
42	KIPP DC – Northeast Academy PCS	5th-6th
43	KIPP DC – WILL Academy PCS	4th-8th
44	KIPP DC – KEY Academy PCS	5th-8th

Map 1 Legend, Location of school buildings offering grades 6th—8th in SY2014-15

Label #	School Name(s)	Grades Served
45	Kramer MS	6th-8th
46	Langdon EC	PK3-8th
47	LaSalle-Backus EC	PK3-8th
48	Mary McLeod Bethune Day Academy PCS – Slowe	PK3-8th
49	McKinley MS	6th-8th
50	Meridian PCS	PK3-8th
51	Noyes EC	PK3-8th
52	Options PCS	6th-12th
53	Oyster-Adams Bilingual School (Adams)	4th-8th
54	Paul PCS - Middle School	6th-8th
55	Perry Street Preparatory PCS	PK3-12th
56	Potomac Preparatory PCS	PK3-8th
57	Raymond EC	PK3-8th
58	Richard Wright PCS for Journalism and Media Arts	8th-12th
59	School for Educational Evolution and Development (SEED) PCS	6th-12th
60	Somerset Preparatory Academy PCS	6th-9th
61	Sousa MS	6th-8th
62	Stuart-Hobson MS	6th-8th
63	Takoma EC	PK3-8th
64	Tree of Life Community PCS	PK3-8th
65	Truesdell EC	PK3-8th
66	Two Rivers PCS	6th-8th
67	Walker-Jones EC	PK3-8th
68	Washington Latin PCS – MS	5th-8th
69	West EC	PK3-8th
70	Wheatley EC	PK3-8th
71	Whittier EC	PK3-8th
72	William E. Doar, Jr. PCS for the Performing Arts	PK3-8th