



Dear Parent or Guardian,

You are the first teacher and most important partner in your child's education. As a result, you need high-quality information on the performance of DCPS schools and the District overall. Inside, you'll find important facts related to **student performance, family and community engagement, safety, facilities, and more.**

Taken together, I believe these data can help you make the best, most informed decisions possible related to your child's education.

While the data on this scorecard provide you with the facts on the progress of this school, the best way to gauge a school's quality is to get involved. Please take a look at the back page for **ideas on engaging with your school community.**

You can compare schools' programs and performance online at www.dcps.dc.gov/profiles.

It is my hope that you use this information to hold principals, school staff, and my office accountable for continuing to improve the quality of education available to your family.

Sincerely,

Kaya Henderson
Chancellor



3101 16th St. NW Washington, DC 20010
Phone: (202) 939-7700 | Fax: (202) 576-9147
Principal: Maria Tukeva | maria.tukeva@dc.gov
Web Site: www.dcps.dc.gov/DCPS/chec
School Hours: 8:45 a.m. – 3:15 p.m.

Columbia Heights Educational Campus is a unique globally themed bilingual campus that serves grades 6 through 12 and

prepares all of its students for success in college and the careers. CHEC has been recognized as one of the top schools in the area and country on the Advanced Placement Challenge Index for offering Advanced Placement to all students. It also has the only Spanish language dual immersion high school program in Washington, DC. Students can take a full bilingual program through the 12th grade. In 2013, CHEC was selected by Fight For Children as the winner of the Quality Schools Initiative Award for innovation in education. CHEC students come from over 20 countries and we use this diversity to complement our globally themed curriculum. Every grade explores a global theme, which ties together their learning and builds their global awareness.

PROGRAMS (2013-14)



ACADEMIC ENRICHMENT

- Advanced Placement for All
- Early College Program
- Early High School program for Middle School students
- National Honor Society
- NJROTC
- Robotics Club
- Urban Debate League
- Future Business Leaders of America
- Read 180
- Middle School Globally Themed After School Program



WELLNESS AND FITNESS

- DC SCORES
- New Heights
- Columbia Heights Collaborative
- Mary's Center
- The Wendt Center
- Middle School and High School Athletic Teams for Boys and Girls
- Intramural Soccer and Basketball for Boys and Girls
- Coaches in the Classroom
- Clinica del Pueblo
- Metro Teen Aids



ARTS AND CULTURE

- Chess Challenge
- Young Playwrights' Theater
- Kennedy Center Partnership
- Middle and High School Band
- Middle and High School Orchestra
- Dance Program
- Middle and High School Visual Arts
- Advanced Placement Art and Music
- Monthly Heritage Performances
- Global Kids



SPECIAL EDUCATION

- Behavioral & Educational Support
- Intellectual Disability Support

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

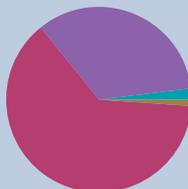
Rising — Rising schools need support to continue growth. They have an overall index score above 44 but less than 80 and are not identified as Priority or Focus schools by any other criteria.



STUDENT DEMOGRAPHICS (2012-13)

Enrollment: 1262

- Black: 33%
- Hispanic/Latino: 63%
- White: 1%
- Asian: 2%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



- English language learners: 34%
- Free and reduced-price lunch: 85%
- Special education: 9%
- In boundary: 32%
- Average core class size: 20

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STUDENT PERFORMANCE

Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.

		0					100	WHAT DOES THIS MEAN?
Student math performance	2011-12	17%	35%	38%	9%		The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).	
	2012-13	15%	33%	37%	15%			
	District Average	18%	32%	33%	16%			
								
Student reading performance	2011-12	13%	47%	34%	7%		The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.	
	2012-13	12%	41%	38%	9%			
	District Average	17%	35%	36%	11%			
								
Graduation rate	2011-12	65%						The percentage of students who enrolled in 9th grade for the first time five years ago and graduated with a standard diploma.
	2012-13	73%						
	District Average	58%						
5-year graduation rate	2010-11	80%						The percentage of students who enrolled in 9th grade for the first time five years ago and graduated with a standard diploma.
	2011-12	75%						
	District Average	61%						
Advanced Placement performance	2011-12	19%						The percentage of students participating in an Advanced Placement examination and scoring 3, 4 or 5. These scores generally enable students to receive college credit.
	2012-13	19%						
	District Average	29%						



STUDENT PROGRESS

Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.

		0			100	WHAT DOES THIS MEAN?
First-time 9th grade completion	2011-12	80%				The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade and are on track for graduation.
	2012-13	79%				
	District Average	66%				
Student growth in math	2011-12	57%				This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt). For example, a score of 70 means that this school's median student outperformed more than 70 percent of students in the District with the same level of prior achievement.
	2012-13	58%				
	District Average	49%				
Student growth in reading	2011-12	59%				
	2012-13	59%				
	District Average	49%				

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SAFE AND EFFECTIVE SCHOOLS

DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach.

		0	100	WHAT DOES THIS MEAN?
Student in-seat attendance	2011-12: 94% 2012-13: 95% District Average: 86%			The average percentage of students attending school daily. Business rules were updated in school year 2013-14. These figures were calculated prior to that change.
Truancy rate	2011-12: 3% 2012-13: 4% District Average: 17%			The percentage of students regarded as truant (15+ unexcused absences). Business rules were updated in school year 2013-14. These figures were calculated prior to that change.
Out-of-school suspensions	2011-12: 15% 2012-13: 13% District Average: 22%			The percentage of students who received at least one out-of-school suspension.
Long-term suspensions	2011-12: 1% 2012-13: 1% District Average: 2%			The percentage of students who received at least one long-term suspension (11+ days).
Student safety	2010-11: 83% 2012-13: 84% District Average: 80%			A score that represents student perceptions of safety and order at this school. The scale is from 0 to 100, and the score is based on the results of a student survey.
Student satisfaction	2010-11: 79% 2012-13: 79% District Average: 73%			A score that signals students' overall satisfaction with their school. The scale is from 0 to 100, and the score is based on the results of a student survey.
Student re-enrollment	2011-12: 84% 2012-13: 84% District Average: 76%			The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
Retention of effective and highly effective teachers	2011-12: 87% 2012-13: 83% District Average: 83%			The percentage of teachers rated Effective or Highly Effective by DC Public Schools' IMPACT evaluation system who are returning to this school from the previous year.



UNIQUE SCHOOL INDICATORS

The school scorecard is meant to provide information that is easy to compare across schools. However, each school is unique in its approach to teaching and learning. This section provides schools the opportunity to highlight their own measures of success.

		0	100	WHAT DOES THIS MEAN?
Foreign language enrollment	2011-12: 46% 2012-13: 51%			The percentage of students enrolled in one or more foreign language courses.
Students with 90% attendance	2011-12: 96% 2012-13: 96%			The percentage of students who have attended 90% or more school days.

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Facilities:

- Art room
- Auditorium
- Computer lab
- Gym
- Media center
- Music room
- Outdoor recreation space
- Pool
- Science lab

Other:

- After school care
- Before school care
- School uniform
- Title I

Family and Community Engagement:

- Local school advisory team
- Active parent organization
- Home visit trained teachers
- Regularly scheduled school tours

Feeder School(s):

- H.D. Cooke Elementary School
- Tubman Elementary School
- Bruce-Monroe Elementary School @ Park View
- Bancroft Elementary School
- Powell Elementary School

Community Partnerships:

- The Kennedy Center for the Performing Arts
- Marriott Foundation
- Young Playwrights' Theater
- Latin American Youth Center
- State Farm Insurance
- Asbill Sutherland Law Firm
- Global Kids
- WILL
- College of Pharmacy Center of Excellence
- Flamboyan Foundation

Career Pathways:

- Engineering, Project Lead the Way
- Early Childhood Education
- AP Math and Science
- Visual Arts
- Music
- Hospitality
- Computers and IT
- Dual Immersion/World Languages

GETTING TO SCHOOL

-  H1, H2, H3, H4, H8, S1, S2, S3, S4, S9, 42, 43, DC Circulator, 52, 53, 54
-  Green/Yellow Lines: Columbia Heights Station

WHAT YOU CAN DO

Families play an essential role in supporting student success.

Talk to your child about school. Your opinion and interest matter to your child. Ask your child about one thing he or she learned at school, and keep asking every day!

Talk to your child's teacher(s). Teachers and parents are on the same team. Ask teacher(s) about their expectations and goals for your child, and share your own. Brainstorm ways you can help your child at home to supplement learning at school.

Stay up-to-date and informed about what's happening at school. Pay attention to report cards, attendance, data, and any updates or newsletters coming home from school. If you have

any questions, don't hesitate to ask the teachers, principal, or staff. Find out what leadership opportunities are available, such as in parent organizations.

Volunteer at school. Volunteers are key to helping students succeed. Many schools need volunteers who can work directly with students on reading and math, but volunteers also can provide support in classrooms, the main office or the library. For more information, contact the school's main office to determine specific needs or visit www.dcps.dc.gov/volunteer for details about the volunteer clearance process.

WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?

View scorecards of every DCPS school at: www.dcps.dc.gov/profiles. You can search for DCPS schools based on the information that you care about, and you can also compare schools side by side.

HOW CAN I STAY UP TO DATE ON WHAT'S HAPPENING?

Website: www.dcps.dc.gov
 Facebook: [FB.com/dcpublicschools](https://www.facebook.com/dcpublicschools)
 Twitter: [@dcpublicschools](https://twitter.com/dcpublicschools)
 Instagram: [dcpublicschools](https://www.instagram.com/dcpublicschools)