



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

October 2025

# SY2024-25 Annual Attendance Report

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## Introduction

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In compliance with D.C. Code § 38-203(i), DC Public Schools (DCPS) hereby reports a summary of the District's truancy data for School Year (SY) 2024-2025 to the Mayor and the Office of the State Superintendent of Education (OSSE). As required, the report reflects:

- The number of minors with unexcused absences, categorized by grade, or equivalent grouping for ungraded schools for:
  - One (1) to five (5) days
  - Six (6) to ten (10) days
  - Eleven (11) to twenty (20) days
  - Twenty-one (21) or more days
- A discussion of the efforts of the school-based student support teams to reduce unexcused absences that includes:
  - The number of students referred to a school-based student support team;
  - The number of students who met with a school-based student support team;
  - A summary of the action plans and strategies implemented by the school-based student support team to eliminate or ameliorate unexcused absences;
  - A summary of the services utilized by students to reduce unexcused absences; and
  - A summary of the common barriers to implementing the recommendations of the school-based student support team.
- The number of minors, categorized by grade, or equivalent grouping for ungraded schools, that the school reported to the Child and Family Services Agency (CFSA) pursuant to D.C. Code § 4-1321.02(b)(1)(B).
- The number of minors categorized by grade, or equivalent grouping for ungraded schools, referred for truancy to the Court Social Services Division (CSSD) of the Family Court of the Superior Court of the District of Columbia; and
- The policy on absences used, including defined categories of valid excuses.

# School Year 2024-25 Attendance Summary

DCPS is sharing attendance information pursuant to D.C. Code § 38-203(i) including overall attendance metrics and compliance rates for the 2024-2025 school year. DCPS’ overall in-seat attendance (ISA) rate declined by .2 percentage points, truancy rate increased by 1.6 percentage points, and the rate of chronic absenteeism increased by 1.3 percentage points between SY23-24 and SY24-25.<sup>1</sup> The table below highlights DCPS’ last two years of attendance data.

**Table 1: Attendance Metrics**

Metric	SY 23-24	SY24-25
<b>In-Seat Attendance</b>	<b>87.4%</b>	<b>87.2%</b>
<b>Truancy</b>	<b>33.4%</b>	<b>35.0%</b>
<b>Chronic Absence</b>	<b>36.9%</b>	<b>38.2%</b>

At DCPS, we remain deeply committed to cultivating a school environment where strong, meaningful connections with students and families are at the heart of our mission. Our continued focus is on closing opportunity gaps by removing barriers to regular attendance, academic growth, and social development—providing every student the support and school-based resources needed to succeed.

Consistent attendance is fundamental to student achievement. Beyond supporting academic progress and increasing the likelihood of on-time graduation, regular attendance helps students develop healthy routines, strengthen social connections, build essential life skills, and remain actively engaged in learning. It also deepens family involvement and helps pave the way for future educational and career opportunities.

This year, DCPS has made notable strides to strengthen attendance supports and systems across our schools. Highlights include:

- Launching an updated attendance dashboard that incorporates successful strategies drawn from Rhode Island’s model.
- Creating and rolling out an internal attendance site to provide timely updates and resources directly to school-level staff.
- Developing comprehensive central and school-level attendance playbooks outlining required practices alongside practical, proven practices to guide school teams.
- Successfully implementing the DHS pilot in three schools to improve student attendance and family engagement. The DHS pilot included three DCPS high schools: Eastern Senior High School, H.D. Woodson Senior High School, and Anacostia Senior High School. A total of 304 DCPS students were referred to the pilot in year one.

<sup>1</sup> In-seat attendance measures the percentage of the cumulative sum of instructional days on which registered students are present (partially or fully) during a given school year. The truancy rate is the percentage of students who have accrued 10 or more unexcused absences. Chronic absenteeism is defined as the percentage of students missing 10% or more of the school year, for any reason. In-seat attendance and chronic absenteeism are calculated for all students, regardless of age. Truancy is calculated for students who are required to attend school because they are of compulsory age (ages 5-17).

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- Delivering targeted communication campaigns—including social media messaging, newsletters, and robo and text messages—to promote attendance during periods historically associated with attendance dips, such as inclement weather days and return-from-break weeks.
- Actively engaging families by leveraging Chancellor’s parent-student advisory board sessions to inform attendance strategies for the upcoming school year and incorporating attendance into back-to-school night events and other parent forums throughout the school year.
- Drafting an updated attendance brochure to support schools in communicating attendance expectations and resources to families.
- Providing sustained professional development, including regular office hours and dedicated attendance-focused sessions during professional development days.

In addition to these endeavors, DCPS reinforced its commitment to attendance by integrating the DCPS Attendance Policy, related procedures, and evidence-based strategies into each school’s Comprehensive School Plan. These efforts are designed to reduce unexcused absences and tardiness, and to promote full-day participation for all students.

When students miss school, arrive late, or leave early without an approved reason, DCPS activates a coordinated response framework rooted in clear expectations, thorough staff training, timely data analysis, and proactive monitoring, allowing us to intervene quickly and effectively.

Despite these efforts, attendance rates this year were slightly below the prior year’s rates. Contributing factors included stretches of severe winter weather that led to late starts and early dismissals, expected seasonal declines during short weeks and return-from-break periods, and an uptick in extended absences related to viral illnesses—with many families opting to keep students home longer as a precaution. Additionally, parents reported increased fatigue and a need for mental health days, sometimes resulting in extended time away from school to support student well-being.

Through data-driven analysis, strategic partnerships, and continued engagement with school communities, DCPS remains committed to making positive strides with attendance and providing every student the opportunity to learn, grow, and thrive.

It is important to note that DCPS continues to invest in and strengthen both internal and external resources to advance its attendance goals. DCPS supports students’ transitions into middle and high school through 6th and 9th Grade Academies, by providing staffing and dedicated assistant principals who facilitate the provision of curricular materials, field trips, and staff stipends. Schools also create annual Comprehensive School Plans (CSPs) in collaboration with parents, teachers, and students, focusing on strategies like timely daily attendance entry to improve attendance outcomes. Through the Multi-Tiered System of Support (MTSS), school teams regularly review student attendance and plan targeted interventions. Further, Connected Schools serve as resource hubs, supporting students’ academic growth and family wellbeing; notably, students who received ongoing services from community partners at Connected Schools had higher attendance rates.

In partnership with the Deputy Mayor for Education, DCPS and EveryDay Labs sent nudge notices to families of chronically absent students, which led to measurable improvements in attendance for students, including nearly half who improved by five or more percentage points. The Collaborative for Attendance Resources in Education and Health (CARE-H) program implemented in partnership with Children’s National allows families to consent to sharing student attendance data with health providers, who then help identify and address health-related attendance barriers. Between 2021 and 2024, this program matched 382 students to practice panels, completed 513 phone outreaches, and made referrals for medical, food, and other resources; students who received outreach missed five fewer days the following year compared to those who did not. DCPS continued its focus on barrier remediation through participation in the DHS truancy pilot; according to the mid-year report on the pilot (as of February 28, 2025), DCPS had referred 140 out of 244 students, with many families receiving truancy education, brief case management, or more intensive support. Of the five students who completed brief case management by February 28, all had improved their attendance and their scores on the Child and Adolescent Functioning Assessment Scales (CAFAS) assessment, which measures youth functioning skills.

DCPS also worked closely with the Child and Family Services Agency (CFSA), holding monthly meetings to address policy and family needs and weekly consultative sessions for school-based staff. Beyond these efforts, DCPS continued to collaborate with key agencies through the EveryDay Counts Taskforce—including OSSE, OAG, Show Up, Stand Out, Children’s National Hospital, and the EveryDay Counts work group to monitor trends and track program progress. Additional partnerships, such as Kids Ride Free and DC School Connect, help reduce transportation barriers. At Kramer MS, DCPS partnered with PASS ICM+, which in May 2025 reported that 92% of 6th and 7th graders engaged in support activities like breakfast clubs and student groups; 51% of these students now maintain a year-to-date in-seat attendance rate of 90% or higher, and 51% improved their attendance compared to the prior school year. More details, including valid reasons for excused absences, can be found in DCPS’ Attendance and Truancy Policy at <https://dcps.dc.gov/publication/attendance-and-truancy-policy>.

## Unexcused Absences for Minors

The number of minors with unexcused absences during SY24-25 categorized by grade, is in Table 2 below.

**Table 2: Unexcused Absences Counting Toward Truancy by Grade<sup>2</sup>**

Grade	Compulsory Aged Students	#1-5 Absences	%1-5 Absences	#6-10 Absences	% 6-10 Absences	#11-20 Absences	%11-20 Absences	#21+ Absences	% 21+ Absences
K	4,418	2,110	48%	849	19%	472	11%	432	10%
1st	4,363	2,076	48%	834	19%	468	11%	421	10%
2nd	4,427	2,057	46%	861	19%	535	12%	420	9%
3rd	4,348	2,042	47%	878	20%	519	12%	426	10%
4th	4,170	1,924	46%	871	21%	509	12%	389	9%
5th	3,745	1,748	47%	783	21%	445	12%	336	9%
6th	3,034	1,268	42%	561	18%	479	16%	366	12%
7th	3,007	1,107	37%	562	19%	542	18%	482	16%
8th	2,943	1,074	36%	582	20%	529	18%	447	15%
9th	4,016	881	22%	574	14%	793	20%	1,572	39%
10th	3,580	792	22%	602	17%	725	20%	1,331	37%
11th	3,062	679	22%	532	17%	689	23%	1,045	34%
12th	2,530	773	31%	478	19%	485	19%	513	20%
CE	213	61	29%	48	23%	47	22%	40	19%

<sup>2</sup> Chart includes the number of students who were eligible for chronic truancy (those who had at least 10 days where they were registered and of compulsory age) in school year 2024-25. Evening students and students who are not compulsory-aged are not included. This data is further disaggregated in Appendix A of this report. DCPS consulted OSSE's Student Privacy and Data Suppression policy which is available at <https://osse.dc.gov/page/student-privacy-and-data-suppression-policy-glance> when suppressing data.

## Student Attendance Conferences

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As a part of DCPS's comprehensive approach to improving student attendance, schools convene Student Attendance Conferences (SACs). These conferences bring together the school's attendance point of contact (POC) and the student and the student's parent or guardian to discuss the importance of consistent attendance and to collaboratively identify and address barriers contributing to absenteeism. SACs serve as a proactive measure to ensure families are fully informed about their child's attendance patterns, especially since research indicates that early intervention is important and that parents can underestimate their child's absences<sup>3</sup>. Through these targeted meetings, DCPS aims to strengthen the home-school partnership with the intent of improving attendance outcomes.

It is also important to note that SACs are used in tandem with the Multi-Tiered Systems of Support (MTSS) process to provide needed interventions for students with attendance concerns. The attendance information gathered during the SAC process is incorporated into the MTSS weekly school-based leadership meeting review and used as part of holistic data analysis, which informs the need for additional, more targeted referrals and supports through Tier II or Tier III of the MTSS process. By coupling these two intervention systems together, DCPS can meet the needs of students while complying with legal and regulatory requirements related to Student Support Teams.

In SY24-25, 10,697 students accrued 5 or more unexcused absences within a term, resulting in 10,697 SAC referrals for the year (100%). DCPS held meetings for 10,235 of these students (96%). In SY23-24, 10,232 students accrued 5 or more unexcused absences within a term, resulting in 10,232 SAC referrals for the year (100%). DCPS held meetings for 9,777 of these students (96%). Through staff development sessions, office hours and other touch points with staff, DCPS will continue to communicate the importance of SAC meetings to provide these important touchpoints with students and families who are experiencing attendance challenges.

During SY24-25 attendance conferences, students/guardians identified the following most common barriers to attendance, which have been consistent over the past few years: student health, academics, travel, and transportation.

In response to these findings, DCPS implemented appropriate and responsive strategies to reduce the number of unexcused absences – including evidence-based nudge strategies (e.g., robo-calls, making calls, and issuing texts, letters, or emails to families), conducting virtual and in-person parent conferences, developing attendance contracts with students and parents, providing school-based counseling, making referrals to community agencies and partners, providing attendance incentives and rewards programs, and making external referrals to CFSA, Court Social Services, the Office of the Attorney General, and, for participating pilot schools, to DHS. The services provided to students to help reduce unexcused absences included providing food, clothing, transportation assistance, parenting classes, child-care assistance, vision care, and referrals to school-based clinical staff, Department of Behavioral Health social workers and counselors, as well as other community-based organizations. DCPS continues to communicate with all stakeholders regarding the importance of students attending school on time every day.

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<sup>3</sup> Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. *Nature Human Behaviour*. Accessible at [https://scholar.harvard.edu/files/todd\\_rogers/files/rogers\\_sdp\\_-\\_final.pdf](https://scholar.harvard.edu/files/todd_rogers/files/rogers_sdp_-_final.pdf).

Student illness is noted as a significant challenge during the younger years. To address this, DCPS has integrated school nurses into the parent education process. These nurses assist in developing asthma action plans, administering medications to students, and helping families decide when a student is too ill to attend school versus when they are well enough to attend. As needed, staff may also refer students and families to community partners for support.

Although DCPS works diligently to connect families with the appropriate services to overcome attendance barriers, staff report several common challenges in implementing the recommendations from SACs. These challenges include securing family buy-in for the necessary interventions, allocating sufficient staff time and resources to address complex family and community issues, and supporting families to follow through on suggested interventions.

## Referrals to Child and Family Services Agency (CFSA)

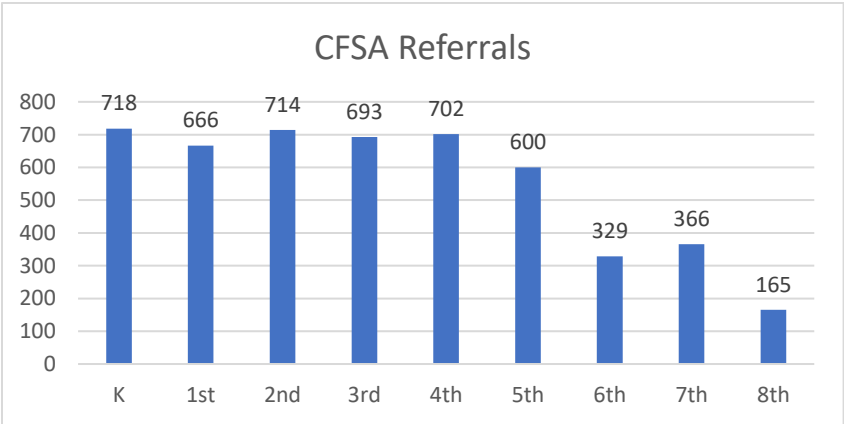
This year, DCPS has maintained solid compliance with Child and Family Services Agency (CFSA) referrals. In SY 24-25, DCPS referred 4,956 of the 5,278 eligible students (94%)<sup>4</sup> to CFSA for educational neglect. In SY 23-24, DCPS referred 4,674 of the 4,984 eligible students (94%)<sup>5</sup> to CFSA for educational neglect. These referrals are required for students ages 5 –13 who have accrued ten full-day unexcused absences in a school year.

DCPS values our partnership with CFSA and has continued to leverage the monthly leadership touchpoints with CFSA and weekly office hours for school-based attendance POCs to better meet the needs of our families and provide an opportunity for school staff to receive feedback on referrals and garner support throughout the referral process.

Figure 1 below illustrates the distribution of CFSA referrals for SY24-25. When looking at students ages 5-13, DCPS consistently makes more referrals for students in kindergarten compared to other eligible grades. Most referrals were from schools in Wards 7 and 8, which aligns with the schools where K-8 truancy rates were highest.

Given ongoing concerns about truancy, DCPS focuses on educating parents by sharing information regarding the impact of missing too much school during back-to-school events, summer early childhood meetings, and Parent University presentations.

**Figure 1: 2024-25 CFSA Referrals by Grade<sup>6</sup>**



<sup>4</sup> These CFSA numbers are inclusive of any student throughout the course of the year (inclusive of students who are no longer enrolled in DCPS) who met criteria for requiring a CFSA referral, and subsequently received one. An additional 225 discretionary CFSA referrals were made for students who did not meet the attendance criteria.

<sup>5</sup> These CFSA numbers are inclusive of any student throughout the course of the year (inclusive of students who are no longer enrolled in DCPS) who met criteria for requiring a CFSA referral, and subsequently received one. An additional 201 discretionary CFSA referrals were made for students who did not meet the attendance criteria.

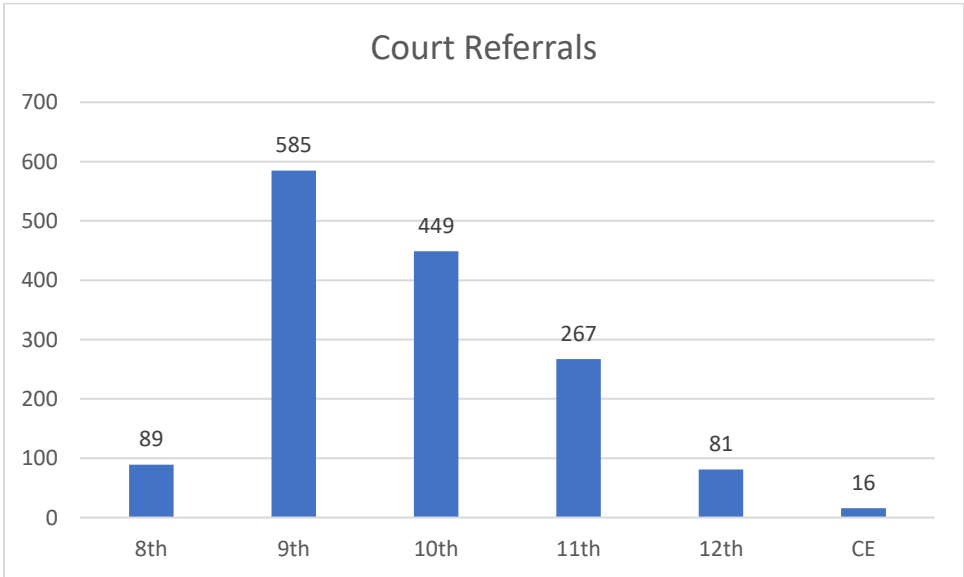
<sup>6</sup> Grades where CFSA referrals were made for fewer than 10 students are excluded from this graph.

## Referrals to Judicial System

In SY24-25, DCPS referred 1,495 of the 2,034 eligible students<sup>7</sup> (74%) to Court Social Services Division (CSSD). In SY23-24, DCPS referred 1,546 of the 2,351 eligible students (66%) to Court Social Services Division (CSSD).<sup>8</sup> This is the highest rate of referral DCPS has achieved in recent years. DCPS is committed to continuing this effort.

Figure 2 below illustrates the distribution of referrals to court for SY24-25. In keeping with past years, the largest number of referrals was made to address absences at the 9<sup>th</sup> grade level. Consistent with citywide trends, 9<sup>th</sup> grade is the grade with the highest truancy rate (including repeat 9<sup>th</sup> graders). DCPS enrolls more students in 9<sup>th</sup> grade than in any other high school grade. These two reasons contribute to the higher number of referrals when compared to other grades.

**Figure 2: 2024-25 Court Referrals by Grade<sup>9</sup>**



<sup>7</sup> Court referrals are required for students ages 14-17 who accrue 15 or more full-day unexcused absences.

<sup>8</sup> These Court numbers are reflective of any student throughout the course of the year (inclusive of students who are no longer enrolled in DCPS) who met criteria for requiring a Court referral, and subsequently received one. An additional 88 discretionary Court referrals were made for students who did not meet the attendance criteria.

<sup>9</sup> Grades where Court referrals were made for fewer than 10 students are excluded from this graph.

## Referrals to the Department of Human Services

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In SY24-25 DCPS participated in a pilot program for three of its high schools (Anacostia, Eastern, and Woodson) to refer students ages 14-17 to the Department of Human Services instead of CSSD. We believe families will be more responsive to this approach than to referrals to the child welfare system and the courts and that attendance will improve. The schools began the pilot on a rolling basis to permit DHS to hire needed staff and ramp up this program. Anacostia began on September 15, 2024, Eastern was onboarded on November 25, 2024, followed by Woodson on February 28, 2025. The overall compliance for the program resulted in these schools referring 322 of the 331 eligible students to DHS (97%). School-level compliance was as follows<sup>10</sup>:

- Anacostia HS – 96%
- Eastern HS – 97%
- Woodson HS – 95%

Some key pilot highlights as reported by DHS are as follows:

- DHS communicated with over 90% of parents/guardians of students referred to the pilot, with contacts typically occurring just 2 days after the DCPS referral was received. DHS provided real-time information to parents/guardians about their students' truancy status and offered case management services to help resolve the issues.
- The pilot schools' staff reported that they had a positive experience with DHS staffers and had a better sense of what happened following the referral than with other partners.
- The pilot helped remove barriers to attendance, including providing family support, linkages to mental health and other services, facilitating skill-building activities, and providing basic needs like food and clothing. Per DHS, 80% of youth in care management improved their overall behavioral functioning.
- The majority of students whose families accepted case management are still participating in services. As of late February, about half of students who completed case management services had improved their overall attendance, with additional students beginning to attend more school days towards the end of their time in case management. More details about program progress, barriers and outcomes can be found in the [DHS Truancy Reduction Pilot Mid-Year Report](#), with a final report to follow.

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<sup>10</sup> DCPS consulted OSSE's Student Privacy and Data Suppression policy which is available at <https://osse.dc.gov/page/student-privacy-and-data-suppression-policy-glance> when suppressing data.

## Appendix A: Disaggregated Data

Note: School-level data has been included in this Appendix. School-level data by grade level is not included due to small sample sizes that risk exposure of student information and based on the requirements of the Family Educational Rights and Privacy Act (FERPA). DCPS consulted OSSE’s Student Privacy and Data Suppression policy which is available at <https://osse.dc.gov/page/student-privacy-and-data-suppression-policy-glance> when suppressing data below.

**Table 3: Unexcused Absences Counting Toward Truancy – By School**

School Name	Compulsory Aged Students	#1-5 Absences	%1-5 Absences	#6-10 Absences	% 6-10 Absences	#11-20 Absences	%11-20 Absences	#21+ Absences	% 21+ Absences
Amidon-Bowen ES	332	140	42%	107	32%	38	11%	32	10%
Anacostia HS	308	28	9%	39	13%	66	21%	169	55%
Ballou HS	669	49	7%	67	10%	145	22%	399	60%
Ballou STAY HS	142	4	3%	7	5%	23	16%	107	75%
Bancroft ES	740	423	57%	106	14%	26	4%	12	2%
Bard High School Early College DC (Bard DC)	331	36	11%	53	16%	103	31%	133	40%
Barnard ES	463	276	60%	67	14%	26	6%	17	4%
Beers ES	339	169	50%	94	28%	29	9%	32	9%
Benjamin Banneker HS	703	410	58%	127	18%	29	4%	6	1%
Boone ES	349	45	13%	87	25%	75	21%	137	39%
Brent ES	365	221	61%	51	14%	11	3%	4	1%
Brightwood ES	577	238	41%	157	27%	87	15%	60	10%
Brookland MS	412	322	78%	39	9%	12	3%	11	3%
Browne EC	444	199	45%	116	26%	57	13%	54	12%
Bruce-Monroe ES @ Park View	362	199	55%	50	14%	19	5%	10	3%
Bunker Hill ES	156	85	54%	27	17%	16	10%	14	9%
Burroughs ES	261	144	55%	36	14%	18	7%	15	6%
Burrville ES	213	82	38%	78	37%	32	15%	15	7%
C.W. Harris ES	222	79	36%	68	31%	44	20%	23	10%

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School Name	Compulsory Aged Students	#1-5 Absences	%1-5 Absences	#6-10 Absences	% 6-10 Absences	#11-20 Absences	%11-20 Absences	#21+ Absences	% 21+ Absences
Capitol Hill Montessori School @ Logan	389	216	56%	52	13%	20	5%	3	1%
Cardozo EC	708	107	15%	104	15%	176	25%	314	44%
Cleveland ES	242	100	41%	66	27%	39	16%	19	8%
Columbia Heights EC (CHEC)	1577	385	24%	322	20%	335	21%	473	30%
Coolidge HS	1026	149	15%	186	18%	242	24%	388	38%
Deal MS	1498	755	50%	138	9%	68	5%	34	2%
Dorothy I. Height ES	303	132	44%	49	16%	36	12%	42	14%
Drew ES	198	53	27%	102	52%	33	17%	8	4%
Duke Ellington School of the Arts	584	269	46%	126	22%	115	20%	24	4%
Dunbar HS	970	74	8%	123	13%	267	28%	496	51%
Eastern HS	952	95	10%	126	13%	229	24%	483	51%
Eaton ES	427	240	56%	28	7%	18	4%	11	3%
Eliot-Hine MS	452	144	32%	94	21%	87	19%	93	21%
Excel Academy	336	81	24%	97	29%	82	24%	67	20%
Garfield ES	216	116	54%	56	26%	16	7%	11	5%
Garnet-Patterson STAY HS	229	5	2%	9	4%	21	9%	193	84%
Garrison ES	317	180	57%	59	19%	38	12%	6	2%
H.D. Cooke ES	336	224	67%	60	18%	12	4%	12	4%
Hardy MS	657	365	56%	108	16%	56	9%	34	5%
Hart MS	428	135	32%	103	24%	99	23%	71	17%
Hearst ES	320	194	61%	43	13%	12	4%	2	1%
Hendley ES	270	106	39%	97	36%	36	13%	29	11%
Houston ES	255	71	28%	72	28%	48	19%	55	22%
Hyde-Addison ES	364	217	60%	37	10%	17	5%	6	2%
Ida B. Wells Middle School	574	189	33%	149	26%	131	23%	78	14%

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School Name	Compulsory Aged Students	#1-5 Absences	%1-5 Absences	#6-10 Absences	% 6-10 Absences	#11-20 Absences	%11-20 Absences	#21+ Absences	% 21+ Absences
J.O. Wilson ES	378	207	55%	100	26%	33	9%	21	6%
Jackson-Reed HS	1851	773	42%	438	24%	299	16%	216	12%
Janney ES	653	392	60%	60	9%	7	1%	<1%	<1%
Jefferson Middle School Academy	440	89	20%	95	22%	140	32%	101	23%
John Francis EC	545	264	48%	135	25%	62	11%	23	4%
John Lewis ES	426	186	44%	85	20%	55	13%	38	9%
Johnson John Hayden MS	332	71	21%	140	42%	73	22%	48	14%
Kelly Miller MS	353	95	27%	79	22%	99	28%	70	20%
Ketcham ES	217	47	22%	59	27%	76	35%	31	14%
Key ES	294	175	60%	21	7%	3	1%	<1%	<1%
Kimball ES	280	45	16%	61	22%	96	34%	71	25%
King M.L. ES	178	35	20%	39	22%	51	29%	50	28%
Kramer MS	253	26	10%	40	16%	83	33%	103	41%
Lafayette ES	882	610	69%	89	10%	16	2%	6	1%
Langdon ES	319	126	39%	86	27%	55	17%	35	11%
Langley ES	300	94	31%	74	25%	69	23%	52	17%
LaSalle-Backus ES	246	118	48%	54	22%	31	13%	20	8%
Leckie EC	413	271	66%	98	24%	11	3%	3	1%
Ludlow-Taylor ES	409	259	63%	79	19%	14	3%	8	2%
Luke C. Moore HS	170	6	4%	3	2%	15	9%	145	85%
MacArthur HS	421	79	19%	100	24%	103	24%	134	32%
MacFarland MS	545	151	28%	101	19%	130	24%	152	28%
Malcolm X ES @ Green	157	43	27%	51	32%	36	23%	27	17%
Mann ES	364	224	62%	38	10%	8	2%	3	1%
Marie Reed ES	385	203	53%	65	17%	33	9%	26	7%
Maury ES	490	298	61%	64	13%	20	4%	9	2%
McKinley MS	318	51	16%	66	21%	99	31%	101	32%

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School Name	Compulsory Aged Students	#1-5 Absences	%1-5 Absences	#6-10 Absences	% 6-10 Absences	#11-20 Absences	%11-20 Absences	#21+ Absences	% 21+ Absences
McKinley Technology HS	719	258	36%	186	26%	180	25%	66	9%
Miner ES	333	76	23%	77	23%	67	20%	102	31%
Moten ES	191	45	24%	52	27%	24	13%	69	36%
Murch ES	620	335	54%	80	13%	25	4%	24	4%
Nalle ES	250	76	30%	61	24%	50	20%	55	22%
Noyes ES	268	76	28%	66	25%	85	32%	37	14%
Oyster-Adams Bilingual School	762	460	60%	78	10%	10	1%	<1%	<1%
Patterson ES	215	64	30%	81	38%	52	24%	18	8%
Payne ES	306	172	56%	82	27%	19	6%	9	3%
Peabody ES (Capitol Hill Cluster)	76	47	62%	16	21%	≤10%	≤10%	≤10%	≤10%
Phelps Architecture Construction and Engineering HS	351	48	14%	61	17%	116	33%	124	35%
Plummer ES	218	35	16%	42	19%	51	23%	85	39%
Powell ES	453	267	59%	77	17%	39	9%	14	3%
Randle Highlands ES	241	60	25%	56	23%	61	25%	58	24%
Raymond ES	364	171	47%	71	20%	58	16%	52	14%
River Terrace EC	46	11	24%	9	20%	15	33%	≤10%	≤10%
Ron Brown College Preparatory High School	205	48	23%	44	21%	63	31%	47	23%
Roosevelt HS	956	123	13%	145	15%	189	20%	466	49%
Ross ES	160	99	62%	21	13%	2	1%	2	1%
Savoy ES	199	26	13%	35	18%	58	29%	80	40%
School Without Walls HS	599	344	57%	52	9%	9	2%	<1%	<1%

## 2024-25 DCPS Attendance Report

School Name	Compulsory Aged Students	#1-5 Absences	%1-5 Absences	#6-10 Absences	% 6-10 Absences	#11-20 Absences	%11-20 Absences	#21+ Absences	% 21+ Absences
School-Within-School @ Goding	256	174	68%	32	13%	3	1%	2	1%
Seaton ES	292	174	60%	64	22%	6	2%	20	7%
Shepherd ES	329	224	68%	29	9%	4	1%	5	2%
Shirley Chisholm ES	411	247	60%	93	23%	15	4%	10	2%
Simon ES	202	58	29%	38	19%	47	23%	58	29%
Smothers ES	213	55	26%	42	20%	48	23%	61	29%
Sousa MS	250	56	22%	45	18%	72	29%	73	29%
Stanton ES	246	55	22%	74	30%	72	29%	41	17%
Stoddert ES	420	258	61%	50	12%	15	4%	5	1%
Stuart-Hobson MS (Capitol Hill Cluster)	478	242	51%	84	18%	57	12%	25	5%
Takoma ES	425	189	44%	100	24%	58	14%	43	10%
Thomas ES	195	45	23%	44	23%	59	30%	43	22%
Thomson ES	198	104	53%	24	12%	29	15%	14	7%
Truesdell ES	336	167	50%	54	16%	28	8%	42	13%
Tubman ES	379	152	40%	85	22%	67	18%	52	14%
Turner ES	435	57	13%	75	17%	139	32%	161	37%
Van Ness ES	367	134	37%	112	31%	76	21%	21	6%
Walker-Jones EC	303	56	18%	68	22%	87	29%	89	29%
Watkins ES (Capitol Hill Cluster)	423	211	50%	132	31%	44	10%	11	3%
Wheatley EC	361	99	27%	86	24%	89	25%	70	19%
Whitlock ES	145	49	34%	38	26%	28	19%	20	14%
Whittier ES	386	175	45%	81	21%	52	13%	20	5%
Woodson H.D. HS	648	82	13%	75	12%	160	25%	319	49%

Table 4: Student Support Team/Student Attendance Conference Compliance – By School

School Name	SAC - Required	SAC - Meetings Held	SAC - Compliance
Amidon-Bowen ES	74	68	92%
Anacostia HS	165	162	98%
Ballou HS	339	332	98%
Ballou STAY HS	123	119	97%
Bancroft ES	65	>95%	>95%
Bard High School Early College DC (Bard DC)	63	>95%	>95%
Barnard ES	54	48	89%
Beers ES	60	57	95%
Benjamin Banneker HS	25	>95%	>95%
Boone ES	209	206	99%
Brent ES	25	21	84%
Brightwood ES	129	126	98%
Brookland MS	28	>95%	>95%
Browne EC	80	76	95%
Bruce-Monroe ES @ Park View	36	>95%	>95%
Bunker Hill ES	34	30	88%
Burroughs ES	43	>95%	>95%
Burrville ES	64	>95%	>95%
C.W. Harris ES	68	64	94%
Capitol Hill Montessori School @ Logan	15	13	87%
Cardozo EC	306	283	93%
Cleveland ES	47	>95%	>95%
Columbia Heights EC (CHEC)	267	239	90%
Coolidge HS	294	277	94%
Deal MS	40	>95%	>95%
Dorothy I. Height ES	77	>95%	>95%
Drew ES	19	≥90%	≥0%
Duke Ellington School of the Arts	16	≥90%	≥90%
Dunbar HS	404	375	93%
Eastern HS	340	319	94%
Eaton ES	34	32	94%
Eliot-Hine MS	121	119	98%
Excel Academy	143	142	99%

## 2024-25 DCPS Attendance Report

School Name	SAC - Required	SAC - Meetings Held	SAC - Compliance
Garfield ES	54	>95%	>95%
Garnet-Patterson STAY HS	196	178	91%
Garrison ES	41	>95%	>95%
H.D. Cooke ES	29	26	90%
Hardy MS	38	35	92%
Hart MS	40	37	93%
Hearst ES	20	≥90%	≥90%
Hendley ES	71	65	92%
Houston ES	98	>95%	>95%
Hyde-Addison ES	37	34	92%
Ida B. Wells Middle School	108	101	94%
J.O. Wilson ES	45	>95%	>95%
Jackson-Reed HS	134	129	96%
Janney ES	45	>95%	>95%
Jefferson Middle School Academy	73	>95%	>95%
John Francis EC	51	46	90%
John Lewis ES	93	>95%	>95%
Johnson John Hayden MS	98	>95%	>95%
Kelly Miller MS	86	>95%	>95%
Ketcham ES	82	>95%	>95%
Key ES	n<10	n<10	n<10
Kimball ES	157	156	99%
M.L. King ES	98	>95%	>95%
Kramer MS	113	112	99%
Lafayette ES	59	>95%	>95%
Langdon ES	78	>95%	>95%
Langley ES	115	>99%	>99%
LaSalle-Backus ES	54	>95%	>95%
Leckie EC	n<10	n<10	n<10
Ludlow-Taylor ES	30	23	77%
Luke C. Moore HS	147	138	94%
MacArthur HS	117	107	92%
MacFarland MS	161	149	93%
Malcolm X ES @ Green	58	>95%	>95%

## 2024-25 DCPS Attendance Report

School Name	SAC - Required	SAC - Meetings Held	SAC - Compliance
Mann ES	38	>95%	>95%
Marie Reed ES	64	>95%	>95%
Maury ES	45	>95%	>95%
McKinley MS	97	>95%	>95%
McKinley Technology HS	51	>95%	>95%
Miner ES	164	161	98%
Moten ES	91	>95%	>95%
Murch ES	74	>95%	>95%
Nalle ES	108	>99%	>99%
Noyes ES	111	107	96%
Oyster-Adams Bilingual School	45	>95%	>95%
Patterson ES	59	>95%	>95%
Payne ES	42	>95%	>95%
Peabody ES (Capitol Hill Cluster)	n<10	n<10	n<10
Phelps Architecture Construction and Engineering HS	105	104	99%
Plummer ES	131	128	98%
Powell ES	56	53	95%
Randle Highlands ES	113	74	66%
Raymond ES	107	105	98%
River Terrace EC	21	>95%	>95%
Ron Brown College Preparatory High School	57	>95%	>95%
Roosevelt HS	461	446	97%
Ross ES	11	≥90%	≥90%
Savoy ES	128	125	98%
School Without Walls HS	n<10	n<10	n<10
School-Within-School @ Goding	18	≥90%	≥90%
Seaton ES	39	37	95%
Shepherd ES	20	≥90%	≥90%
Shirley Chisholm ES	33	>95%	>95%
Simon ES	93	>95%	>95%
Smothers ES	110	107	97%
Sousa MS	52	>95%	>95%
Stanton ES	119	115	97%

## 2024-25 DCPS Attendance Report

School Name	SAC - Required	SAC - Meetings Held	SAC - Compliance
Stoddert ES	41	>95%	>95%
Stuart-Hobson MS (Capitol Hill Cluster)	21	>95%	>95%
Takoma ES	90	>95%	>95%
Thomas ES	91	>95%	>95%
Thomson ES	41	>95%	>95%
Truesdell ES	66	61	92%
Tubman ES	122	115	94%
Turner ES	277	260	94%
Van Ness ES	79	>95%	>95%
Walker-Jones EC	136	>99%	>99%
Watkins ES (Capitol Hill Cluster)	44	>95%	>95%
Wheatley EC	135	130	96%
Whitlock ES	50	47	94%
Whittier ES	74	>95%	>95%
H.D. Woodson HS	304	288	95%

Table 5: CFSA Compliance – By School

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Amidon-Bowen ES	51	>95%	>95%
Bancroft ES	31	>95%	>95%
Barnard ES	24	19	79%
Beers ES	40	>95%	>95%
Boone ES	202	198	98%
Brent ES	11	n<10	82%
Brightwood ES	124	119	96%
Brookland MS	10	>=90%	>=90%
Browne EC	67	>95%	>95%
Bruce-Monroe ES @ Park View	27	>95%	>95%
Bunker Hill ES	27	>95%	>95%
Burroughs ES	35	>95%	>95%
Burville ES	26	22	85%
C.W. Harris ES	44	41	93%
Capitol Hill Montessori School @ Logan	n<10	n<10	n<10
Cardozo EC	31	>95%	>95%

## 2024-25 DCPS Attendance Report

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Cleveland ES	45	>95%	>95%
Columbia Heights EC (CHEC)	55	>95%	>95%
Deal MS	22	20	91%
Dorothy I. Height ES	62	58	94%
Drew ES	10	10	≥90%
Eaton ES	29	23	79%
Eliot-Hine MS	108	106	98%
Excel Academy	110	107	97%
Garfield ES	29	>95%	>95%
Garrison ES	38	11	29%
H.D. Cooke ES	18	16	89%
Hardy MS	15	13	87%
Hart MS	20	19	≥90%
Hearst ES	12	n<10	67%
Hendley ES	47	39	83%
Houston ES	92	>95%	>95%
Hyde-Addison ES	21	>95%	>95%
Ida B. Wells Middle School	56	>95%	>95%
J.O. Wilson ES	45	42	93%
Janney ES	n<10	n<10	n<10
Jefferson Middle School Academy	48	>95%	>95%
John Francis EC	32	25	78%
John Lewis ES	82	>95%	>95%
Johnson John Hayden MS	51	47	92%
Kelly Miller MS	74	66	89%
Ketcham ES	61	>95%	>95%
Key ES	n<10	n<10	n<10
Kimball ES	150	148	99%
M.L. King ES	85	>95%	>95%
Kramer MS	85	79	93%
Lafayette ES	27	25	93%
Langdon ES	54	51	94%
Langley ES	114	113	99%
LaSalle-Backus ES	39	>95%	>95%

## 2024-25 DCPS Attendance Report

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Leckie EC	n<10	n<10	n<10
Ludlow-Taylor ES	18	15	83%
MacFarland MS	123	119	97%
Malcolm X ES @ Green	37	34	92%
Mann ES	12	10	83%
Marie Reed ES	40	36	90%
Maury ES	26	>95%	>95%
McKinley MS	79	68	86%
Miner ES	160	157	98%
Moten ES	87	>95%	>95%
Murch ES	44	>95%	>95%
Nalle ES	94	>95%	>95%
Noyes ES	89	>95%	>95%
Oyster-Adams Bilingual School	n<10	n<10	n<10
Patterson ES	21	>95%	>95%
Payne ES	14	13	≥90%
Peabody ES (Capitol Hill Cluster)	n<10	n<10	n<10
Plummer ES	128	124	97%
Powell ES	46	>95%	>95%
Randle Highlands ES	108	37	34%
Raymond ES	89	>95%	>95%
River Terrace EC	n<10	n<10	n<10
Roosevelt HS	n<10	n<10	n<10
Ross ES	n<10	n<10	n<10
Savoy ES	120	119	99%
School-Within-School @ Goding	n<10	n<10	n<10
Seaton ES	26	>95%	>95%
Shepherd ES	n<10	n<10	n<10
Shirley Chisholm ES	10	10	≥90%
Simon ES	97	89	92%
Smothers ES	101	96	95%
Sousa MS	32	>95%	>95%
Stanton ES	91	82	90%
Stoddert ES	16	13	81%

## 2024-25 DCPS Attendance Report

School Name	CFSA - Required	CFSA - Referred	CFSA - Compliance
Stuart-Hobson MS (Capitol Hill Cluster)	14	14	≥90%
Takoma ES	74	>95%	>95%
Thaddeus Stevens Early Learning Center	n<10	n<10	n<10
Thomas ES	86	>95%	>95%
Thomson ES	38	35	92%
Truesdell ES	56	>95%	>95%
Tubman ES	116	112	97%
Turner ES	266	255	96%
Van Ness ES	30	27	90%
Walker-Jones EC	115	114	99%
Watkins ES (Capitol Hill Cluster)	22	>95%	>95%
Wheatley EC	116	116	>99%
Whitlock ES	40	>95%	>95%
Whittier ES	56	51	91%

Table 6: Court Compliance - By School

School Name	Court - Required	Court - Referred	Court - Compliance
Ballou HS	198	173	87%
Ballou STAY HS	98	84	86%
Bard High School Early College DC (Bard DC)	18	≥90%	≥90%
Benjamin Banneker HS	n<10	n<10	n<10
Brookland MS	n<10	n<10	n<10
Browne EC	n<10	n<10	n<10
Cardozo EC	159	99	62%
Columbia Heights EC (CHEC)	115	111	97%
Coolidge HS	188	110	59%
Deal MS	n<10	n<10	n<10
Duke Ellington School of the Arts	n<10	n<10	n<10
Dunbar HS	211	150	71%
Eastern HS	50	27	54%
Eliot-Hine MS	n<10	n<10	n<10
Excel Academy	n<10	n<10	n<10
Garnet-Patterson STAY HS	160	94	59%
Hardy MS	n<10	n<10	n<10

## 2024-25 DCPS Attendance Report

School Name	Court - Required	Court - Referred	Court - Compliance
Hart MS	n<10	n<10	n<10
Ida B. Wells Middle School	17	15	88%
Jackson-Reed HS	44	39	89%
Jefferson Middle School Academy	n<10	n<10	n<10
Johnson John Hayden MS	16	14	88%
Kelly Miller MS	12	n<10	75%
Kramer MS	n<10	n<10	n<10
Luke C. Moore HS	119	98	82%
MacArthur HS	56	43	77%
MacFarland MS	23	12	52%
McKinley MS	n<10	n<10	n<10
McKinley Technology HS	n<10	n<10	n<10
Phelps Architecture Construction and Engineering HS	47	16	34%
River Terrace EC	n<10	n<10	n<10
Ron Brown College Preparatory High School	23	17	74%
Roosevelt HS	314	246	78%
Sousa MS	n<10	n<10	n<10
Stuart-Hobson MS (Capitol Hill Cluster)	n<10	n<10	n<10
Walker-Jones EC	n<10	n<10	n<10
Wheatley EC	n<10	n<10	n<10
H.D. Woodson HS	100	79	79%