

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](http://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



601 15th St. NE Washington, DC 20002  
Phone: (202) 397-3960 | Fax: (202) 724-4957  
Principal: Anne Evans (interim) | [anne.evans@dc.gov](mailto:anne.evans@dc.gov)  
Web Site: [www.dcps.dc.gov/DCPS/miner](http://www.dcps.dc.gov/DCPS/miner)  
School Hours: 8:45 a.m. – 3:15 p.m.

With a demanding educational agenda that builds upon the active engagement of school, parents and community, Miner Elementary School seeks to inspire young learners. We promote academic, social and cultural excellence in a dynamic school environment. Our school is supported by numerous partnerships that assist in the improvement of student performance and educational excellence. Nestled in the Capitol Hill community of northeast Washington, DC, we provide an inspiring, exciting and enthusiastic learning environment; a clean, safe and state-of-the-art facility; and a supportive and resourceful educational setting.

### PROGRAMS (2013-14)



#### ACADEMIC ENRICHMENT

- Reggio Emilia Three- and Four-Year-Old Program
- U.S. State Department Tutoring
- Academic Power Hour
- Kid Power
- Live It Learn It
- Delta Sigma Theta Sorority Tutoring
- Kids to College
- Indoor and Outdoor Environmental Laboratories
- GED Programs for Parents
- Spanish and French



#### WELLNESS AND FITNESS

- Boy Scouts
- Praise Team/ Dance Team
- Basketball
- Girl Scouts
- Nutrition Sessions (UDC)
- Gardening Program
- Delta Sigma Theta Sorority Wellness and Fitness Sessions
- Cheerleading
- Step Team



#### ARTS AND CULTURE

- Museums
- Joy of Motion (Dance)
- Dancing Classrooms (NYC)
- Art Club
- Kennedy Center
- Arts for Every Student
- Glee Club
- Spanish Club
- Embassy Adoption Program



#### SPECIAL EDUCATION

- Early Learning Support

### ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

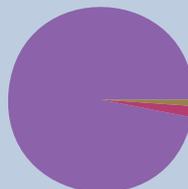
**Focus** — Focus schools need targeted support to address large subgroup achievement gaps relative to all schools in DC. Focus schools must develop an intervention plan to address specified subgroups and report twice a year on planned milestones.

- Reward
- Rising
- Developing
- Focus
- Priority

### STUDENT DEMOGRAPHICS (2012-13)

Enrollment: 475

- Black: 96%
- Hispanic/Latino: 2%
- White: 1%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



- English language learners: 1%
- Free and reduced-price lunch: 99%
- Special education: 14%
- In boundary: 32%
- Average core class size: 18

## Miner Elementary School



### 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 <b>math</b> performance	2011–12	19%	45%	35%	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	32%	45%	19%		4%
	District Average	18%	32%	33%		16%
		Below Basic	Basic	Proficient		Advanced
Student <b>reading</b> performance	2011–12	23%	41%	33%	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	29%	45%	25%		
	District Average	17%	35%	36%		11%
		Below Basic	Basic	Proficient		Advanced



### 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?
Student growth in <b>math</b>	2011–12		54%	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	27%		
	District Average		▲ 49%	
Student growth in <b>reading</b>	2011–12		51%	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	32%		
	District Average		▲ 50%	

# Miner Elementary School



## 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: 92% 2012-13: 92% District Average: 94%			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: 5% 2012-13: 6% District Average: 4%			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: 0% 2012-13: 6% District Average: 4%			The percentage of students who received at least one out-of-school suspension.
Long-term suspensions	2011-12: 0% 2012-13: 0% District Average: 0%			The percentage of students who received at least one long-term suspension (11+ days).
Student safety	2010-11: 84% 2012-13: 76% District Average: 84%			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: 81% 2012-13: 81% District Average: 85%			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: 73% 2012-13: 75% District Average: 78%			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: 94% 2012-13: 88% 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?
Students with 95% attendance	2011-12: 80% 2012-13: 84%			The percentage of students who have attended 95% or more school days.
Individualized Education Plan timeliness	2011-12: 99% 2012-13: 99%			The percentage of special education students whose Individualized Education Plan (IEP) meetings were held on-time.

## Miner Elementary School

### Facilities:

Art room	<input checked="" type="checkbox"/>
Auditorium	<input checked="" type="checkbox"/>
Computer lab	<input checked="" type="checkbox"/>
Gym	<input checked="" type="checkbox"/>
Media center	<input checked="" type="checkbox"/>
Music room	<input checked="" type="checkbox"/>
Outdoor recreation space	<input checked="" type="checkbox"/>
Pool	<input type="checkbox"/>
Science lab	<input checked="" type="checkbox"/>

### Other:

After school care	<input checked="" type="checkbox"/>
Before school care	<input checked="" type="checkbox"/>
School uniform	<input checked="" type="checkbox"/>
Title I	<input checked="" type="checkbox"/>

### Family and Community Engagement:

Local school advisory team	<input checked="" type="checkbox"/>
Active parent organization	<input checked="" type="checkbox"/>
Home visit trained teachers	<input type="checkbox"/>
Regularly scheduled school tours	<input type="checkbox"/>

### Destination School(s):

Eliot-Hine Middle School

### Community Partnerships:

American University/ Brigham Young University  
University of the District of Columbia Cooperative Extension Program  
U.S. Forestry Services  
Delta Sigma Theta Sorority  
U.S. State Department  
Department of Mental Health  
Kennedy Center  
H Street Community Development Corporation  
Howard University  
Metropolitan Police Department (1st District)

### GETTING TO SCHOOL

 B2, D6, X8, X1, X2, X3, X9, D3, D4, D8

## 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/dcps/volunteer](http://www.dcps.dc.gov/dcps/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](http://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](http://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)