

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



2801 Calvert St. NW and 2020 19th St. NW Washington, DC 20008
Phone: (202) 671-6130 | Fax: (202) 671-3087
Principal: Monica Liang-Aguirre | Monica.liang-aguirre@dc.gov
Web Site: www.oysteradamsbilingual.org
School Hours: 8:45 a.m. - 3:15 p.m.

For more than 40 years, Oyster-Adams Bilingual Education Campus has served as a model for dual-language education in the

District of Columbia and nationwide. Children learn 50% of their academic content in English and 50% in Spanish. While learning in a bilingual environment, our students develop their intellect and academic knowledge in two languages at the same time. The cultural diversity within Oyster-Adams forges long-lasting friendships among students and families from different cultural and linguistic backgrounds, nationalities and socio-economic levels and fosters fairness and leadership for everyone. Oyster-Adams won the TEAM Award for academic achievement in 2010. Oyster-Adams is housed at two separate facilities. Our Primary Campus (serving grades PK-3) is in Woodley Park and our Intermediate Campus (serving grades 4-8) is in Adams Morgan. Both campuses implement a full dual-immersion program.

PROGRAMS (2013-14)



ACADEMIC ENRICHMENT

- Math Counts
- Chess
- Science Fair
- Spelling Bee
- Concurso de Poesia
- After School Tutoring
- Spanish Club
- STEM Projects
- Chinese



WELLNESS AND FITNESS

- DCPS Sports (grades 4-8): Basketball, Volleyball, Cross Country, Track
- DC SCORES (Soccer)
- Karate
- Yoga
- Swimming



ARTS AND CULTURE

- City Dance
- Ford's Theater - Speak Like the Presidents (Oratory)
- Musical Theater
- Spanish Drama
- Spanish Summer Camp



SPECIAL EDUCATION

- Early Learning Support

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

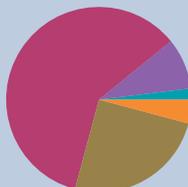
Reward — Reward schools have the highest levels of student performance and growth as demonstrated by an overall index score at or above 80 or growth in overall index score that falls in the top 5% of all schools in DC.



STUDENT DEMOGRAPHICS (2012-13)

Enrollment: **668**

- Black: 8%
- Hispanic/Latino: 60%
- White: 25%
- Asian: 2%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 4%



- English language learners: 16%
- Free and reduced-price lunch: 29%
- Special education: 12%
- In boundary: 35%
- Average core class size: 20

Oyster-Adams Bilingual 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 math performance	2011–12	17%	50%			32%	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	3%	14%	49%	35%			
	District Average	18%	32%	33%	16%			
								
Student reading performance	2011–12	15%	57%			26%		
	2012–13	16%	54%			28%		
	District Average	17%	35%	36%	11%			
								



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 math	2011–12	55%				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	49%				
	District Average	▲ 49%				
Student growth in reading	2011–12	66%				
	2012–13	54%				
	District Average	▲ 50%				

Oyster-Adams Bilingual 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: 96% 2012-13: 96% 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: 2% 2012-13: 0% 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: 3% 2012-13: 3% District Average: 10%			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: 90% 2012-13: 88% District Average: 81%			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: 85% 2012-13: 79%			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: 88% 2012-13: 90% District Average: 77%			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: 84% 2012-13: 86% 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: 100% 2012-13: 100%			The percentage of students enrolled in one or more foreign language courses.
Students with 95% attendance	2011-12: 91% 2012-13: 91%			The percentage of students who have attended 95% or more school days.

Oyster-Adams Bilingual 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 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 type="checkbox"/>
Before school care	<input type="checkbox"/>
School uniform	<input type="checkbox"/>
Title I	<input 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 checked="" type="checkbox"/>
Regularly scheduled school tours	<input type="checkbox"/>

Destination School(s):

Wilson High School

Community Partnerships:

U.S. Chess Center
Petit Plats
The Washington Hilton
The World Bank
The Ford Foundation
Spanish Embassy
Marriott Wardman Park
Teatro de la Luna
Hispanic Bar Association
Open City

GETTING TO SCHOOL

 Primary Campus: 96, X3, L2, L1; Intermediate Campus: 42, 43, 90, 92, H1, L2, 93, X3, S1, S2, S4, S9

 Primary Campus: Red Line: Woodley Park-Zoo Metro 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/ **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**. 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)