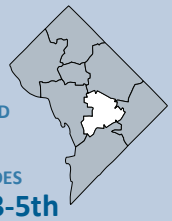
DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2013–14 SCHOOL SCORECARD

Payne Elementary School

WARD
6

GRADES
PK3-5th



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

1445 C St. SE Washington, DC 20003
Phone: (202) 698-3262 | **Fax:** (202) 698-3263
Principal: Vielka Scott-Marcus | vielka.scott@dc.gov
Web Site: payneelementary.org
School Hours: 8:45 a.m. – 3:15 p.m.

At Payne Elementary School, we are dedicated to creating a learning environment that cultivates young minds. Our mission is to equip our students with the tools needed to make informed decisions and become productive members of a global society. At Payne, we aim to integrate the learning of 21st century skills into all subject areas through the use of technology and study of countries and diverse cultures. Our highly qualified staff is committed to providing standards-based instruction in a safe and supportive environment that builds self-esteem and promotes self-discipline, motivation and excellence.

PROGRAMS (2013–14)

ACADEMIC ENRICHMENT

- Academic Power Hour
- Three-Year-Old Program
- Four-Year-Old Program
- Catalyst School
- Tools of the Mind PS/PK Curriculum
- Tools of the Mind

WELLNESS AND FITNESS

- Baseball
- Basketball
- Track & Field
- Flag Football
- Soccer
- Tennis
- Dare Dance

ARTS AND CULTURE

- Art Club
- Catalyst World Cultures
- Peace Ambassadors
- REACH, Inc.
- Step Team
- Advanced Readers Book Club

SPECIAL EDUCATION

- Behavioral & Educational Support
- Sensory Impairment Support

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

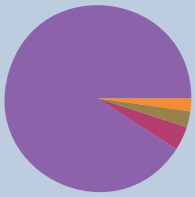
Focus — Focus schools need targeted support to address large subgroup achievement gaps relative to all schools in DC. Focus schools must develop an intervention plan to address specified subgroups and report twice a year on planned milestones.

- Reward
- Rising
- Developing
- ✔ Focus
- Priority

STUDENT DEMOGRAPHICS (2012–13)

Enrollment: **245**

- Black: 90%
- Hispanic/Latino: 4%
- White: 3%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 2%



English language learners: 0%
Free and reduced-price lunch: 99%
Special education: 14%
In boundary: 34%
Average core class size: 18

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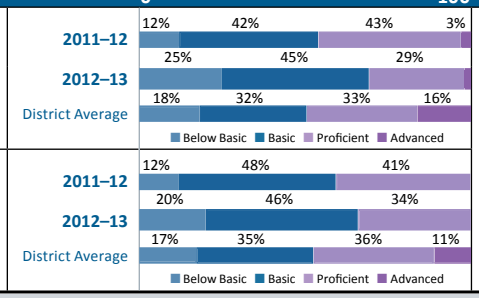
STUDENT PERFORMANCE

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.

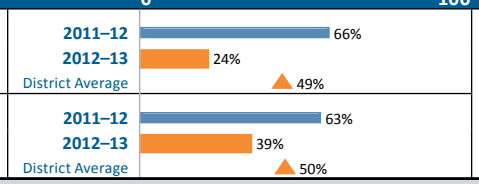


WHAT DOES THIS MEAN?

The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).

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.



WHAT DOES THIS MEAN?

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.

Payne Elementary School

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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 2012–13 District Average	92% 93% 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 2012–13 District Average	8% 10% 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 2012–13 District Average	5% 6% 4%	The percentage of students who received at least one out-of-school suspension.
Long-term suspensions	2011–12 2012–13 District Average	0% 0% 0%	The percentage of students who received at least one long-term suspension (11+ days).
Student safety	2010–11 2012–13 District Average	77% 81% 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 2012–13 District Average	 86% 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 2012–13 District Average	75% 76% 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 2012–13 District Average	81% 100% 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?
Individualized Education Plan timeliness	2011–12 2012–13	100% 97%	The percentage of special education students whose Individualized Education Plan (IEP) meetings were held on-time.
Students with 90% attendance	2011–12 2012–13	87% 88%	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

Destination School(s):

Eliot-Hine Middle School

Community Partnerships:

- Amvets Auxiliary Post #8
- U.S. Department of Transportation
- Arthur Ashe Tennis Foundation
- U.S. Green Building Council
- Harris Teeter Inc.
- Friends of Payne Community Group
- Mt. Moriah Baptist Church
- Live It Learn It
- Safeway Store Inc.
- SHINE Program

GETTING TO SCHOOL

96, B2, DCPOTSKY, 97, 32, 34, 36, 39, A11, J13, K11, M6

Blue/Orange Lines: Stadium-Armory 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**

Twitter: **@dcpublicschools**

Instagram: **dcpublicschools**