



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



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Phone: (202) 671-6180 | Fax: (202) 645-3264

Principal: Rena Johnson | rena.johnson@dc.gov

Web Site: www.dcps.dc.gov/DCPS/stanton

School Hours: 8:30 a.m. – 4:00 p.m.

DC Scholars Stanton Elementary, operated as a partnership school by Scholar Academies, prepares students for the path to

college and provides students with a foundation of life skills required to become productive members of their communities. We believe that every student can succeed when they are held to the highest expectations. DC Scholars Stanton Elementary students receive double reading and double math in addition to science, social studies, art and music. A core philosophy of DC Scholars Stanton Elementary is that we must make a collective commitment to ensure our students are receiving the highest quality education.

PROGRAMS (2013-14)



ACADEMIC ENRICHMENT

- Literacy Lab
- Blended Learning – ST MATH
- Rotary Club 1-1 Tutoring
- Girl Scouts 1-1 Tutoring
- Wilson Foundations
- Readers and Writers Workshop
- Go Math!
- Touch Math
- Reading Mastery
- Tools of the Mind



WELLNESS AND FITNESS

- People Animals Love – After School
- Basketball
- Track
- City Year
- Student Leadership (L.I.G.H.T.S.)
- Behavioral Incentives
- 2nd Step – Character Education Curriculum



ARTS AND CULTURE

- Saturday Arts Program
- Piano Lessons
- Arts and Music Department

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

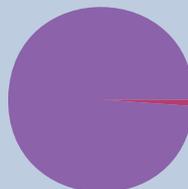
Priority — Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year on meeting planned milestones.



STUDENT DEMOGRAPHICS (2012-13)

Enrollment: 391

- Black: 98%
- Hispanic/Latino: 1%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



English language learners: 0%

Free and reduced-price lunch: 99%

Special education: 14%

In boundary: 59%

Average core class size: 21

Stanton 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 math performance | 2011–12 | 27% | 45% | 26% | 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 | 11% | 46% | 36% | | 6% |
| | District Average | 18% | 32% | 33% | | 16% |
| |  | | | | | |
| Student reading performance | 2011–12 | 39% | 42% | 18% | | |
| | 2012–13 | 28% | 52% | 19% | | |
| | 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 | 66% | | 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 | 74% | | |
| | District Average | ▲ 49% | | |
| Student growth in reading | 2011–12 | 56% | | |
| | 2012–13 | 59% | | |
| | District Average | ▲ 50% | | |

Stanton 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: 93% 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: 11% 2012-13: 20% 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: 6% 2012-13: 4% 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: 61% 2012-13: 82% 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: 82% 2012-13: 82% 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: 85% 2012-13: 88% 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: 86% 2012-13: 95% 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? |
|--------------------------------------|------------------------------|---|-----|---|
| CAS reading performance level change | 2011-12: 29% 2012-13: 69% | | | The percentage of students improving their DC CAS reading proficiency level from the previous year. |
| CAS math performance level change | 2011-12: 51% 2012-13: 56% | | | The percentage of students improving their DC CAS math proficiency level from the previous year. |

Stanton Elementary School

Facilities:

| | |
|--------------------------|-------------------------------------|
| Art room | <input checked="" type="checkbox"/> |
| Auditorium | <input checked="" type="checkbox"/> |
| Computer lab | <input 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 type="checkbox"/> |

Other:

| | |
|--------------------|-------------------------------------|
| After school care | <input checked="" type="checkbox"/> |
| Before school care | <input 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 checked="" type="checkbox"/> |
| Regularly scheduled school tours | <input type="checkbox"/> |

Destination School(s):

Kramer Middle School

Community Partnerships:

Flamboyant Foundation
DC Scholars Parent Teacher Organization
Woodland Tigers Football Program
Columbia Heights/Shaw Family Collaborative

GETTING TO SCHOOL

 DCPOTSKY, W3, 32, 34, 92, W2, W3, W8, V5, W4, 36

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)