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. This scorecard provides important facts related to student performance, school facilities, and the academic and extracurricular opportunities available at this school. 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 objectively illustrate the progress of this school, the best way to gauge a school’s quality is to get involved. Be sure to review the back page of this document for ideas on engaging with your school community, such as volunteering or attending parent-teacher conferences. You can also compare schools’ programs and performance online at www.dcps.dc.gov/profiles.

It’s 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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2012–13 SCHOOL SCORECARD

Noyes Education Campus

2725 10th St. NE Washington, DC 20018
Phone: (202) 281-2580 | Fax: (202) 576-7397
Principal: Winston Cox | winston.cox@dc.gov
Web Site: www.dcps.dc.gov/DCPS/noyes
School Hours: 8:45 a.m. – 3:15 p.m.

At Noyes Education Campus, we believe that children who are enthusiastically nurtured in a strong academic and creative environment will become highly motivated, productive and successful citizens. We work with students, families and community partners to build excellent habits of mind and character for the promotion of 21st century skills. This year, we were awarded the Proving What’s Possible (PWP) grant to offer our families a more rigorous after school academy that is free to all families of Noyes.

PROGRAMS (2012–13)

ACADEMIC ENRICHMENT

• Noyes/University Instructors After School Academy
• Three-Year-Old Program
• Four-Year-Old Program
• Schoolwide Application Model (SAM)
• READ 180
• Fundations

WELLNESS AND FITNESS

• Football
• Basketball
• Dance
• Ski Club
• Step Team
• Martial Arts-Capoeira Angola
• Young Mens Group-Alpha Phi Alpha
• Young Women’s Group-Alpha Kappa Alpha

ARTS AND CULTURE

• Oratorical Club
• Youth Leadership
• Drama Guild
• Chorus
• African Heritage
• Peer Mediation

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

Developing – Developing schools have an overall index score above 25 but less than 45 and are not identified as Priority or Focus schools by any other criteria.

STUDENT DEMOGRAPHICS (2011–12)

Enrollment: 352

- Black: 95%
- Hispanic/Latino: 4%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%

- English language learners: 4%
- Free and reduced-price lunch: P2
- Special education: 14%
- In boundary: 39%
- Average core class size: 17
## 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.

### Student Math Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>26%</td>
<td>46%</td>
<td>31%</td>
<td>3%</td>
</tr>
<tr>
<td>2012</td>
<td>22%</td>
<td>45%</td>
<td>33%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**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 Reading Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>21%</td>
<td>47%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>17%</td>
<td>51%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

**What does this mean?**

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.

## Student Progress

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.

### Student Growth in Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>21%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>42%</td>
<td></td>
<td></td>
<td>▲46%</td>
</tr>
</tbody>
</table>

### Student Growth in Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>21%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>45%</td>
<td></td>
<td></td>
<td>▲47%</td>
</tr>
</tbody>
</table>
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.

### SAFE AND EFFECTIVE SCHOOLS

<table>
<thead>
<tr>
<th>Metric</th>
<th>2011</th>
<th>2012</th>
<th>District Average</th>
<th>WHAT DOES THIS MEAN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student in-seat attendance</td>
<td></td>
<td></td>
<td></td>
<td>The average percentage of students attending school daily.</td>
</tr>
<tr>
<td>School safety</td>
<td></td>
<td></td>
<td></td>
<td>A score that represents student, parent and staff 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 stakeholder survey given every two years.</td>
</tr>
<tr>
<td>Expulsions and suspensions</td>
<td></td>
<td></td>
<td></td>
<td>The percentage of students who were expelled or suspended long term (11 or more days).</td>
</tr>
<tr>
<td>Student re-enrollment</td>
<td></td>
<td></td>
<td></td>
<td>The percentage of students who returned to school the following year. This does not include students in the school’s highest grade level.</td>
</tr>
<tr>
<td>Student engagement</td>
<td></td>
<td></td>
<td></td>
<td>A score that signals students’ level of effort and interest in their classes, as well as students’ confidence in their own educational success. The scale is from 0 to 100, and the score is based on the results of a student survey given every two years.</td>
</tr>
<tr>
<td>Retention of effective and highly effective teachers</td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

### FAMILY AND COMMUNITY ENGAGEMENT

Families and community members play key roles in helping students and schools thrive. When parents, guardians and family members feel respected and informed about their student’s life at school, they are more likely to be involved in helping their child learn.

<table>
<thead>
<tr>
<th>Metric</th>
<th>2009</th>
<th>2011</th>
<th>District Average</th>
<th>WHAT DOES THIS MEAN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community satisfaction</td>
<td></td>
<td></td>
<td></td>
<td>A score that represents overall student, parent and staff satisfaction with this school. The scale is from 0 to 100, and the score is based on the results of a stakeholder survey given every two years.</td>
</tr>
<tr>
<td>Parent engagement</td>
<td></td>
<td></td>
<td></td>
<td>A score that represents how well and how often parents felt this school engaged and communicated with them. The scale is from 0 to 100, and the score is based on the results of a parent survey given every two years.</td>
</tr>
<tr>
<td>Survey response rate</td>
<td></td>
<td></td>
<td></td>
<td>Percentage of parent surveys returned.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Metric</th>
<th>2011</th>
<th>2012</th>
<th>WHAT DOES THIS MEAN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with 90% attendance</td>
<td></td>
<td></td>
<td>The percentage of students who have attended 90% or more school days.</td>
</tr>
<tr>
<td>Students passing all courses</td>
<td></td>
<td></td>
<td>The percentage of students with grades of D or better in all courses.</td>
</tr>
</tbody>
</table>
Facilities:
Art room
Auditorium
Computer lab
Gym
Media center
Music room
Outdoor recreation space
Science lab

Other:
Parent organization
School uniform
Title I

Community Partnerships:
DC Scores Soccer Program
Beacon House
DHS-FSA Strong Families
Edgewood Collaborative
Giant Food Store-Brentwood
Howard University
George Washington University

GETTING TO SCHOOL
H8, H9 (Rhode Island Ave - Mt Pleasant/Carroll High School),
82, 83, 84, 86 (Rhode Island Ave - Mount Rainer/Cherry
Hill/New Carrollton/Calverton), D8 (Union Station - Washington
Hospital), T18 (New Carrollton - Rhode Island Ave), B8, B9
(Rhode Island Ave - Colmar Manor/Fort Lincoln)

WHAT YOU CAN DO
Parents and community members play an important role in ensuring that every child, in every classroom
across the district, receives the high-quality education he or she deserves.

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 office and the library, as well as help
plan and staff events, write grants, and much more.
For more information, check with the principal or
visit www.dcps.dc.gov/DCPS/volunteer.

Join the school's parent organization. Parent
organizations are an important part of every school
community. They provide ways to support students
through community events, fundraising and other
activities. Joining a parent organization helps parents
meet other parents who are engaged in their child's
education. For more information, contact the school.

Attend parent-teacher conferences. Stay in touch
with your child's teachers and ask that they be in
touch with you. Ask your child's teachers about
what kind of classroom behavior they expect and
how they reward positive behavior. Ask what your
child should be learning, how well he or she is
doing, and what you can do to help. Parent-teacher
conferences will be held at school on Feb. 25, 2013,
and June 3, 2013.

Work with or run for the school advisory
board. This group advises the principal on the
comprehensive school plan — including specific
programs and activities that strengthen student
performance, create safe and effective schools,
and involve parents and families. For more
information, check with the principal.

Talk to your child about school. Your opinion
matters to your child. Ask your child about one
thing he or she learned at school, and keep asking
every day! For more information, visit

WHERE CAN I FIND
INFORMATION ON OTHER
SCHOOLS?
If you are interested in seeing the
information contained here for
every DCPS school, please visit
www.dcps.dc.gov/profiles. You will
be able to search for DCPS schools
based on the information that you
care about, and you will also be able
to compare schools side by side.

HOW CAN I STAY UP TO DATE
ON WHAT'S HAPPENING?
Be sure to let your school know if
your contact information changes.
Visit www.dcps.dc.gov regularly,
and sign up to receive regular
e-mail updates from DCPS at