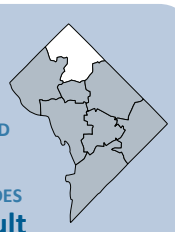
DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2012–13 SCHOOL SCORECARD

Roosevelt STAY High School

WARD
4

GRADES
Adult



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

4301 13th St. NW Washington, DC 20011
Phone: (202) 576-8399 | **Fax:** (202) 576-8478
Principal: Sean Yisrael | sean.yisrael@dc.gov
Web Site: www.dcps.dc.gov/DCPS/rooseveltstay
School Hours: 2 p.m. - 9 p.m.

At Roosevelt STAY, each student falls into one of six specialized student populations, each created to help the school "deliver a high-quality academic and career/technical program within a student-centered, alternative environment that will lead to the attainment of a high school diploma." These groups (Share Student, 18–25, 25+, ELL, GED Prep and Career Pathways) help staff provide unique academic advising to our students. One of Roosevelt STAY's goals is to increase college enrollment through career pathway programs. Most of the school's graduates attend college or continue in the workforce.

PROGRAMS (2012–13)

ACADEMIC ENRICHMENT

- Model UN

WELLNESS AND FITNESS

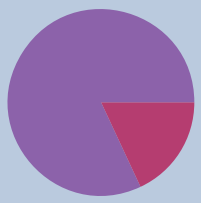
ARTS AND CULTURE

- World Languages: Spanish
- Band
- JROTC

STUDENT DEMOGRAPHICS (2011–12)

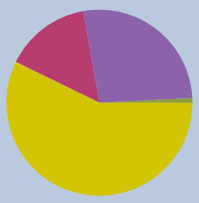
Enrollment: **497**

- Black: 81%
- Hispanic/Latino: 18%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



Age Distribution

- 17 or younger: 1%
- 18–24: 27%
- 25–29: 15%
- 30 or older: 57%



English language learners: 12%
Free and reduced-price lunch: N/A
Special education: 2%

In boundary: 24%
Average core class size: 26

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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.

	0 — 100	WHAT DOES THIS MEAN?
Graduation rate	2011: 0% 2012: 7%	The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.
5-year graduation rate	2011: 0% 2012: N/A	The percentage of students who enrolled in 9th grade for the first time five years ago and graduated with a standard diploma.
Credit accumulation	2011: 2% 2012: 2%	The percentage of students who have accumulated seven or more credits over the course of an academic year.
College enrollment	2010: N/A 2011: Coming soon	The percentage of students graduating in June or August that are registered at a college or university the fall following their high school graduation. Data availability lags by one year, meaning results for 2011 are based on students' graduating high school in summer 2010.

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.

	0 — 100	WHAT DOES THIS MEAN?
Community satisfaction	2009: 77 2011: 84	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.

Roosevelt STAY High 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: 63% 2012: 62%	The average percentage of students attending school daily.
Evening program attendance	2011: 75% 2012: 69%	The average daily attendance of students attending evening academic programs.
School safety	2009: 77 2011: 82	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.
Expulsions and suspensions	2011: 0% 2012: 0%	The percentage of students who were expelled or suspended long term (11 or more days).
Serious student misbehavior	2011: 0 2012: 0	The number of expulsions and long-term suspensions for the most serious student misbehavior at this school per 100 students.
Student re-enrollment	2011: N/A 2012: N/A	The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
Student engagement	2009: 81 2011: 90	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.
Retention of effective and highly effective teachers	2011: 81% 2012: N/A	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 passing all courses	2011: 63% 2012: 71%	The percentage of students with grades of D or better in all courses.
Individualized Education Plan timeliness	2011: 73% 2012: 44%	The percentage of special education students whose Individualized Education Plan (IEP) meetings were held on-time.

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Facilities:

- Art room ✓
- Auditorium ✓
- Computer lab ✓
- Gym ✓
- Media center ○
- Music room ✓
- Outdoor recreation space ✓
- Science lab ✓

Other:

- Parent organization ✓
- School uniform ○
- Title I ○

Career Pathways:

- Culinary Arts
- Computer Applications
- Barbering
- Cosmetology
- Business Administration

Community Partnerships:

- Georgia Avenue Collaborative
- CSOSA
- ANC - Ward 4
- Howard University

GETTING TO SCHOOL

52, 53, 54 (14th Street Line), 60 (Fort Totten-Petworth Line), 62, 63 (Takoma-Petworth Line), 70, 71 (Georgia Avenue-7th Street Line), 79 (Georgia Avenue Metro Extra Line)

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 Jan. 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 **www.dcps.dc.gov/DCPS/studentsuccess.**

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 **www.dcps.dc.gov/DCPS/enews.**