



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



410 E St NE, Washington, DC 20002

Phone: (202) 671-6010 | Fax: (202) 698-4720

Principal: Dawn Clemens | dawn.clemens@dc.gov

Web Site: www.dcps.dc.gov/DCPS/stuart-hobson

School Hours: 8:45 a.m. - 3:15 p.m.

We provide a wide range of enrichment and extracurricular activities for students, including musical theater, clubs and sports, including cross-country, track and football. Included in

our dedicated faculty are a number of teachers who have received or are working towards national board certification, as well as a past recipient of the DCPS Art Teacher of the Year Award. In the 2010-2011 school-year, Stuart-Hobson boasted the 1st place team in DC's Geoplunge Tournament, the Help the Homeless T-Shirt Design Contest Winner, Toree Weaver, and several city-wide National History Day and Science Fair winners. Our graduates go on to attend the city's most competitive public and private high schools and ultimately, the nation's most prestigious colleges and universities.

PROGRAMS (2011-12)



ACADEMIC ENRICHMENT

- DC One Aftercare
- READ 180
- Apangea Math
- Accelerated Math
- Student Government Association
- Wilson Reading



WELLNESS AND FITNESS

- Full Service School
- Cross Country
- Whole Foods Salad Bar
- Tennis
- Girl Scouts
- Girls Volleyball
- Golf
- Basketball
- Track & Field
- Football



ARTS AND CULTURE

- DC Youth Orchestra Program
- Arena Stage Young Playwrights
- Momentum Dance Theater
- Kiwanis Builder's Club
- Art Club
- World Languages: Spanish
- Beginner and Intermediate Band
- Chess Club
- Musical Theatre

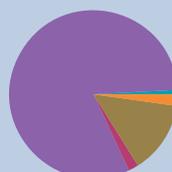
SCHOOL IMPROVEMENT STATUS

Restructuring Year 2 — This school has failed to make AYP for six years. This school must implement its restructuring plan at the beginning of the school year and continue to offer Public School Choice and Supplemental Educational Services to eligible students.

STUDENT DEMOGRAPHICS (2010-11)

Enrollment: **428**

- Black: 81%
- Hispanic/Latino: 2%
- White: 14%
- Asian: 1%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 2%



- English language learners: 2%
- Free and reduced-price lunch: 47%
- Special education: 11%
- In-boundary: 22%

Stuart-Hobson Middle 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?
Meeting or exceeding math standards	2010 2011 District Average	67%	65%	The percentage of students meeting or exceeding state standards by earning scores of Proficient or Advanced on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
		▲ 46%		
Meeting or exceeding reading standards	2010 2011 District Average	69%	69%	
		▲ 44%		
Exceeding math standards	2010 2011 District Average	21%	19%	The percentage of students performing at the highest level, Advanced, on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
		▲ 12%		
Exceeding reading standards	2010 2011 District Average	21%	18%	
		▲ 13%		
Median math performance level	2010 2011 District Average			The median student's performance on the continuum of Advanced, Proficient, Basic and Below Basic performance levels on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt). This performance level is for the median (or middle) student, meaning that among other students in the school, half score above and half score below this point. If the median is at the high end of Basic, for example, the school is closer to having all students meeting standards (Proficient) than if the median is at the low end of Basic.
		Below Basic Basic Proficient Advanced		
Median reading performance level	2010 2011 District Average			
		Below Basic Basic Proficient Advanced		
Student engagement	2009 2011 District Average	86	84	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.
		▲ 82		
Retention of effective and highly effective teachers	2010 2011 District Average	N/A	86%	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.
			▲ 83%	



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	2010 2011 District Average	50%	43%	The median student's growth on the District of Columbia's Comprehensive Assessment System (DC CAS). This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement. 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.
		▲ 44%		
Student growth in reading	2010 2011 District Average	59%	51%	
		▲ 44%		

Stuart-Hobson Middle 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 attendance	<table border="1"> <tr> <td>2010</td> <td>97%</td> </tr> <tr> <td>2011</td> <td>97%</td> </tr> <tr> <td>District Average</td> <td>▲ 94%</td> </tr> </table>	2010	97%	2011	97%	District Average	▲ 94%	The average percentage of students attending school daily.	
2010	97%								
2011	97%								
District Average	▲ 94%								
School safety	<table border="1"> <tr> <td>2009</td> <td>77</td> </tr> <tr> <td>2011</td> <td>65</td> </tr> <tr> <td>District Average</td> <td>▲ 69</td> </tr> </table>	2009	77	2011	65	District Average	▲ 69	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.	
2009	77								
2011	65								
District Average	▲ 69								
Expulsions and suspensions	<table border="1"> <tr> <td>2010</td> <td>1%</td> </tr> <tr> <td>2011</td> <td>0%</td> </tr> <tr> <td>District Average</td> <td>▲ 5%</td> </tr> </table>	2010	1%	2011	0%	District Average	▲ 5%	The percentage of students who were expelled or suspended for 11 days or more.	
2010	1%								
2011	0%								
District Average	▲ 5%								
Student re-enrollment	<table border="1"> <tr> <td>2010</td> <td>93%</td> </tr> <tr> <td>2011</td> <td>94%</td> </tr> <tr> <td>District Average</td> <td>▲ 85%</td> </tr> </table>	2010	93%	2011	94%	District Average	▲ 85%	The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.	
2010	93%								
2011	94%								
District Average	▲ 85%								

FAMILY AND COMMUNITY ENGAGEMENT AND SATISFACTION		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	<table border="1"> <tr> <td>2009</td> <td>83</td> </tr> <tr> <td>2011</td> <td>75</td> </tr> <tr> <td>District Average</td> <td>▲ 71</td> </tr> </table>	2009	83	2011	75	District Average	▲ 71	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.	
2009	83								
2011	75								
District Average	▲ 71								
Parent engagement	<table border="1"> <tr> <td>2009</td> <td>78</td> </tr> <tr> <td>2011</td> <td>76</td> </tr> <tr> <td>District Average</td> <td>▲ 80</td> </tr> </table>	2009	78	2011	76	District Average	▲ 80	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.	
2009	78								
2011	76								
District Average	▲ 80								

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	<table border="1"> <tr> <td>2010</td> <td>32%</td> </tr> <tr> <td>2011</td> <td>29%</td> </tr> </table>	2010	32%	2011	29%	The percentage of students improving their DC CAS reading proficiency level from the previous year.	
2010	32%						
2011	29%						
CAS math performance level change	<table border="1"> <tr> <td>2010</td> <td>28%</td> </tr> <tr> <td>2011</td> <td>30%</td> </tr> </table>	2010	28%	2011	30%	The percentage of students improving their DC CAS reading proficiency level from the previous year.	
2010	28%						
2011	30%						

Stuart-Hobson Middle School

Facilities:

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

Other:

Parent organization	
School uniform	
Title I	

Feeder School(s):

Watkins Elementary School
J.O. Wilson Elementary School
Ludlow-Taylor Elementary School

Destination School(s):

Eastern High School

Community Partnerships:

Higher Achievement
Philips Art Collection
National Air and Space Museum
Embassy Adoption Program
Folger Shakespeare Theatre

GETTING TO SCHOOL



92 (U Street-Garfield Line)
D6 (Sibley Hospital-Stadium-Armory Line)
X2 (Benning Road-H Street Line)
X8 (Maryland Ave Line)



Red Line: Union Station

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 Oct. 17, 2011; Feb. 6, 2012; and May 14, 2012.

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.