Parent Action Page

Next Steps for Parents

There are several ways to get involved in your child's education and take an active part in the success of your child's school:

- ☑ Make sure your child attends school every day and arrives on time, including testing days.
- ☑ Talk regularly with your child about school. Ask what subjects he or she finds interesting and challenging.
- ☑ Encourage your child to do his or her best, and make sure your child keeps up with homework.
- ☑ Work with your child's teacher. Your child's teacher can help you find resources and provide insight and suggestions for you to help your child reach his or her full potential.
- ☑ Get involved! You can join your school's parent-teacher organization or volunteer at your child's school. Contact your child's school for information on other ways to get involved.
- ☑ If your child's school is classified as being in need of "School Improvement, Year 1" because the school did not achieve adequate yearly progress (AYP) for two consecutive years, you are entitled to request a transfer to a high-performing school. Where "school choice" options are not available, districts are required to offer supplemental educational services (SES) for students.
- ☑ If your child's school is classified as being in need of "School Improvement, Year 2, Corrective Action, or Restructuring," because the school has not achieved AYP for three or more consecutive years, you are entitled to both school choice and supplemental educational services.

Deborah Gist
State Superintendent of Education

About the OSSE

The mission of the Office of the State Superintendent of Education (OSSE) is to set high expectations, provide resources and support, and exercise accountability to ensure that all DC residents receive an excellent education.

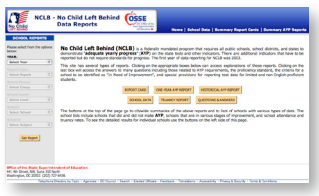
For more information visit **www.osse.dc.gov** or call 202-727-6436.

Resources

Find books and special programs

for families at your local library. Check the library bulletin board and ask the librarian about events such as story hours for young readers, book groups, and author readings. In addition to books, you can also access the Internet, borrow DVDs, videos, music, software, and books-on-tape. The DC Public Library is a great resource for children and families of all ages. To learn more about the DC Public Library in your neighborhood, visit **www.dclibrary.org**.

Look at your school's report card,



available at **www.nclb.osse.dc.gov**. This report is an important source of information about school performance and accountability. The report card shows the progress that student groups are making in closing the achievement gap. This report card is also designed to ensure that the public is fully informed about school performance and to promote broader participation and better decision-making.

Find out about the District's learning standards

by visiting the OSSE's website at **www.osse.dc.gov** to review the standards and parent guides. These standards will provide parents with insight into what their children need to learn as they progress through school. You can also find a list of approved SES providers and information on accessing many more resources.

© 2008 The Grow Network/McGraw-Hill. All rights reserved.

School Summary Report 2008

School	**MARY MCLEOD BETHUNE PCS - SLOW**
Principal	**Dr. Linda McKay**
Address	**1404 Jackson Street, NE Washington, DC 20017**
Telephone	**(202)459-4710**

Letter from the Mayor

Dear Parent or Guardian:

This summary report represents an effort by the Office of the State Superintendent of Education (OSSE) to provide user-friendly performance information about each school in the District, and to describe what Adequate Yearly Progress (AYP) results mean for parents and educators.

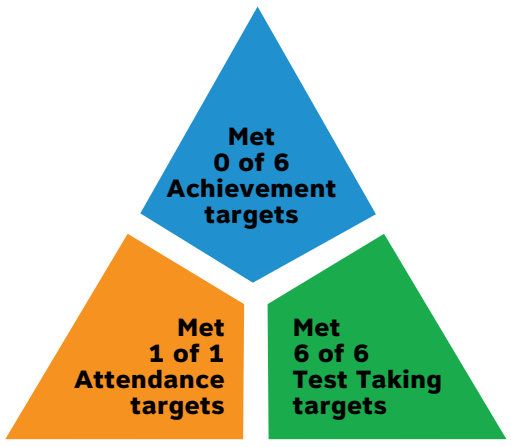
I encourage you to use this summary report to engage with your child's teacher about solutions in school improvement. The District of Columbia is committed to providing its residents an excellent education, in order to prepare them for success in the 21st century.

Very truly yours,

Adrian Fenty
Mayor

Did your school make Adequate Yearly Progress?

As part of the No Child Left Behind Act, a school must demonstrate Adequate Yearly Progress by meeting all state targets in three areas:



Your school

☑ **Your school did make Adequate Yearly Progress in 2007-2008** because it met all of the state targets. Look inside this report for an explanation of the targets and to find out what this means for your school in the coming year.

Achievement:
For elementary schools, at least 60.5% of the students who took the reading test and 55.2% who took the math test must have achieved proficient or advanced. For middle, junior, or senior high schools, at least 57.7% of the students who took the reading test and 55.4% who took the math test must have achieved proficient or advanced.

Taking the Test:
At least 95% of students must take the test. This target applies to all students and to specific student groups.

Attendance/Graduation:
An attendance rate of 90% or an improvement of one percentage point from previous year. For high schools, a graduation rate of 66% or an improvement of one percentage point.

Details of your school's performance are also available at **www.nclb.osse.dc.gov** where you can find your school's report card and AYP Reports.

Did your school meet all state targets?

SCHOOL: **MARY MCLEOD BETHUNE PCS - SLOW**

The school met 7 out of 13 state targets. To demonstrate Adequate Yearly Progress, all students as well as representative student groups must meet targets set by the state. To demonstrate Adequate Yearly Progress (AYP), all students and all subgroups must meet the same target set by the state. Missing even one target means that the school does not meet AYP. In addition, there are consequences for schools that do not meet the targets for two consecutive years. Look below at your school's status level.

An Explanation of Targets

- ✔ Met the target set by the state.
- ✔SH Did not meet state target but demonstrated improvement by reducing the number of non-Proficient students by 10% from the previous year. This is called Safe Harbor (SH).
- ✘ Did not meet the state target and did not qualify for Safe Harbor.

Measurable Student Groups
Performance for all of the following groups count toward Adequate Yearly Progress.

	Achieiving Proficiency		Taking the Test		Attendance/ Graduation
	Percent of students Proficient or Advanced in:		Percent of students taking the test:		This school's rate of:
	Reading	**Mathematics**	**Reading**	**Mathematics**	**Attendance**
	Met Target	Met Target	Met Target	Met Target	Met Target
All Students	✘ 28%	✘ 32%	✔ 100%	✔ 100%	✔ 94%
Ethnicity					
White (Non-Hispanic)	-	-	-	-	
Black (Non-Hispanic)	✘ 28%	✘ 32%	✔ 100%	✔ 100%	
Hispanic	-	-	-	-	
Asian/Pacific Islander	-	-	-	-	
American Indian/Alaskan Native	-	-	-	-	
Subgroups					
Students with Disabilities	-	-	-	-	
English Language Learners	-	-	-	-	
Economically Disadvantaged	✘ 28%	✘ 30%	✔ 100%	✔ 100%	

– The number of students in this student group is fewer than 25. For privacy and reliability, small groups of students are not considered in AYP calculations.

What do last year's AYP results mean for YOUR school?

Adequate Yearly Progress →
School Improvement I
School Improvement II
Corrective Action I
Restructuring I
Restructuring II

Your school's AYP Status level in 2008-2009 is: Making Adequate Yearly Progress (AYP)

However, your school did not meet all of the federal AYP requirements in 2007–2008. If your school does not make AYP in 2008–2009, it will be classified as being in need of "School Improvement" for the next year. Therefore, it is important that the school closely examine its test results and identify strategies to improve the achievement of all students.

Your School's Performance in Each Grade

A new way to look at test scores on the DC CAS:

There are many ways to look at the success of a school and also many different ways to use test scores. Looking at the test results of all students provides a quick snapshot of the school's performance. Another way to think about progress is to consider the performance of students who have attended the same school over time.

In the tables below, compare:

- □ results for all students at this school
- ■ results for just the students who also attended this school last year
- •— results for all students in the District of Columbia
- N/A does not apply

Mathematics

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Percentage of students that scored Proficient or Advanced:	36%	45%	41%	38%	39%	39%	35%
	- -	**20%**	- - -	- -	**30%**	- - -	- -
Students Tested	- -	10	- - -	- -	13	- - -	- -
Advanced (%)	- -	0%	- - -	- -	0%	- - -	- -
Proficient (%)	- -	20%	- - -	- -	30%	- - -	- -
Basic (%)	- -	60%	- - -	- -	38%	- - -	- -
Below Basic (%)	- -	20%	- - -	- -	30%	- - -	- -

Reading

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Percentage of students that scored Proficient or Advanced:	47%	45%	44%	42%	40%	39%	38%
	- -	**30%**	- - -	- -	**30%**	- - -	- -
Students Tested	- -	10	- - -	- -	13	- - -	- -
Advanced (%)	- -	0%	- - -	- -	0%	- - -	- -
Proficient (%)	- -	30%	- - -	- -	30%	- - -	- -
Basic (%)	- -	60%	- - -	- -	53%	- - -	- -
Below Basic (%)	- -	10%	- - -	- -	15%	- - -	- -

Why do test scores matter?

The District of Columbia Comprehensive Assessment System (DC CAS) is based on state learning standards which describe what children should know and be able to do in a particular subject area. The scores help schools and teachers identify areas where students need more help or practice, as well as areas where they excel and need additional enrichment. Students are evaluated at one of four Performance Levels:

- → Advanced
- → Proficient
- → Basic
- → Below Basic

The goal is for all students to score at or above the Proficient or Advanced levels by the year 2013–2014.