



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



501 Riggs Rd. NE Washington, DC 20011

Phone: (202) 671-6340 | Fax: (202) 541-3859

Principal: Deborah Ann Cox | deborah.cox2@dc.gov

Web Site: <http://profiles.dcps.dc.gov/lasalle-backus+education+campus>

School Hours: 8:45 a.m. – 3:15 p.m.

The mission of LaSalle-Backus Educational Campus is to be a welcoming and engaging learning community where all students have the opportunity to grow academically and socially. LaSalle-Backus, along with the active support of partners in the community, will create a safe haven for students to become educational risk takers, independent thinkers, and problem solvers.

The vision of LaSalle-Backus Educational Campus is “A school where effort is honored, rigor is mandated, cultural differences are embraced, and relationships are established.”

PROGRAMS (2015–16)



ACADEMIC ENRICHMENT

- Debate Team
- Student Government
- Reading Intervention
- Tools of the Mind
- STEM and Robotics Club
- Creative Writing
- School Newspaper
- Business and Entrepreneurship
- Backus’ Book Club



WELLNESS AND FITNESS

- Boy Scouts of America
- Girl Scouts of America
- Ski Club
- Football
- Basketball
- Track and Field
- Soccer
- Cheerleading
- Martial Arts
- Step Team



ARTS AND CULTURE

- Shakespeare Theater
- Gospel Music Club
- Culinary Arts
- Chess Club
- Ski Club
- Music Club
- Art Club



SPECIAL EDUCATION

- Behavior & Education Support
- Independence & Learning Support

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

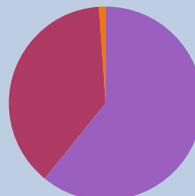
Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year on meeting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



STUDENT DEMOGRAPHICS (2014–15)

Enrollment: **349**

- Black: 61%
- Hispanic/Latino: 38%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 1%



- English language learners: 30%
- Free and reduced-price lunch: 99%
- Special education: 19%
- In boundary: 84%
- Average core class size: 13



STUDENT PERFORMANCE

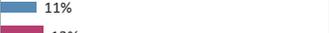
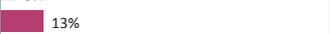
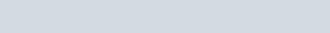
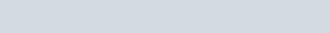
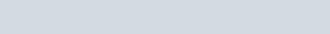
Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.

		0					100	WHAT DOES THIS MEAN?
Student math performance	2014–15	42%	34%	17%	7%		The percent of students achieving at each performance level on the PARCC (Partnership for the Assessment of Readiness for College and Career). The 2014–15 school year is the first year of this assessment.	
	District Average	24%	31%	24%	18%	3%		
Student reading performance	2014–15	45%	30%	16%	8%			
	District Average	32%	23%	20%	20%	5%		



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	2014-15  93% 2013-14  93% District Average  94% ▲			The average percent of students attending school daily.
Truancy rate	2014-15  11% 2013-14  13% District Average  10% ▲			The percentage of students considered truant (10 or more unexcused absences while compulsory school-aged).
Out-of-school suspensions	2014-15  5% 2013-14  13% District Average  8% ▲			The percentage of students included in the enrollment audit who received at least one out-of-school suspension.
Long-term suspensions	2014-15  1% 2013-14  0% District Average  0% ▲			The percentage of students included in the enrollment audit who received at least one long-term suspension (11+ days).
Student safety	2014-15  51% 2013-14  51% District Average  66% ▲			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	2014-15  63% 2013-14  69% District Average  81% ▲			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	2014-15  78% 2013-14  79% District Average  81% ▲			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	2014-15  95% 2013-14  88% District Average  80% ▲			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. Does not include schools with fewer than 10 teachers rated by IMPACT.

LaSalle-Backus Education Campus

Facilities:

Art room	<input checked="" type="checkbox"/>
Auditorium	<input checked="" type="checkbox"/>
Computer lab	<input checked="" type="checkbox"/>
Gym	<input checked="" type="checkbox"/>
Media center	<input checked="" 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 checked="" 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 type="checkbox"/>
School tours	<input type="checkbox"/>

Destination School(s):

Coolidge HS

Community Partnerships:

Georgia Avenue Family Support Collaborative
Washington, DC Christian Reformed Church
Primary Project Program
Department of Mental Health
Teaching for Change
Special Olympics
United States Tennis Association
Washington Lawyer Committee: DC Partnership Program

GETTING TO SCHOOL

 R1, R2, E4, F1, F2, K6, K9



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)