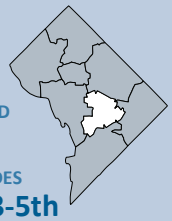
DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2013–14 SCHOOL SCORECARD

Tyler Elementary School



WARD
6

GRADES
PK3-5th

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

1001 G St. SE Washington, DC 20003
Phone: (202) 939-4810 | **Fax:** (202) 698-3848
Principal: Mitchell Brunson (Interim) | mitchell.brunson@dc.gov
Web Site: www.dcps.dc.gov/DCPS/tyler
School Hours: 8:45 a.m. - 3:15 p.m.

At Tyler, we offer three unique programs that address the needs of each individual student while contributing to a tight-knit school community. Our Spanish immersion program serves approximately 160 students in preschool through 3rd grade. Tyler is also an Arts Integration Catalyst school, which means that students incorporate the arts into all subjects. Finally, Tyler serves a Special Education population that consists primarily of autistic and intellectually disabled students. All three of these programs are compassionate and connected — the values that we try to exemplify and instill in our students at Tyler. Our vision at Tyler is for all students to experience an engaging and rigorous curriculum so they can grow and read at and above grade level. Our mission statement is "Tyler grows students, arts, language, technology, global citizens."

PROGRAMS (2013–14)

ACADEMIC ENRICHMENT

- OST Academic Power Hour
- Three-Year-Old Program
- Four-Year-Old Program
- GeoPlunge
- Read to a Million
- Spelling Bee
- Chess
- Outdoor Classroom
- Creative Curriculum

WELLNESS AND FITNESS

- Washington Tennis and Education
- Operation Frontline
- Common Threads (Nutrition Education)
- Basketball
- Flag Football
- Volleyball
- Kickball
- Yoga

ARTS AND CULTURE

- World Languages: Spanish Immersion
- Catalyst Arts Integration
- Spanish Poetry Contest

SPECIAL EDUCATION

- Autism Support

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

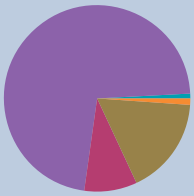
Focus — Focus schools need targeted support to address large subgroup achievement gaps relative to all schools in DC. Focus schools must develop an intervention plan to address specified subgroups and report twice a year on planned milestones.

- Reward
- Rising
- Developing
- ✔ Focus
- Priority

STUDENT DEMOGRAPHICS (2012–13)

Enrollment: **470**

- Black: 71%
- Hispanic/Latino: 9%
- White: 17%
- Asian: 1%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 1%



English language learners: 1%
Free and reduced-price lunch: 99%
Special education: 17%
In boundary: 26%
Average core class size: 17

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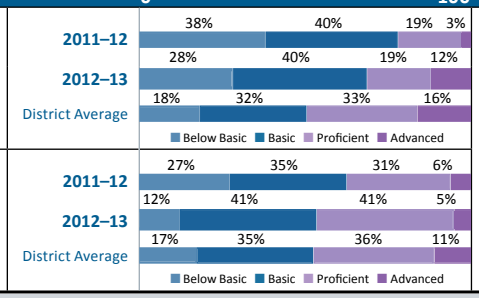
STUDENT PERFORMANCE

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.

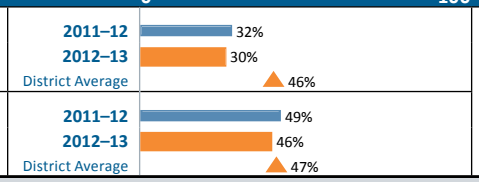


WHAT DOES THIS MEAN?

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 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.



WHAT DOES THIS MEAN?

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.

Tyler Elementary 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.

		WHAT DOES THIS MEAN?
Student in-seat attendance	2011–12: 94% 2012–13: 95% District Average: 94%	The average percentage of students attending school daily. Business rules were updated in school year 2013–14. These figures were calculated prior to that change.
Truancy rate	2011–12: 3% 2012–13: 0% District Average: 4%	The percentage of students regarded as truant (15+ unexcused absences). Business rules were updated in school year 2013–14. These figures were calculated prior to that change.
Out-of-school suspensions	2011–12: 4% 2012–13: 4% District Average: 4%	The percentage of students who received at least one out-of-school suspension.
Long-term suspensions	2011–12: 0% 2012–13: 0% District Average: 0%	The percentage of students who received at least one long-term suspension (11+ days).
Student safety	2010–11: 78% 2012–13: 73% District Average: 84%	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	2010–11: 2012–13: 70% District Average: 85%	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	2011–12: 80% 2012–13: 82% District Average: 78%	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	2011–12: 73% 2012–13: 73% District Average: 83%	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.

		WHAT DOES THIS MEAN?
CAS math performance level change	2011–12: 18% 2012–13: 38%	The percentage of students improving their DC CAS math proficiency level from the previous year.
CAS reading performance level change	2011–12: 23% 2012–13: 63%	The percentage of students improving their DC CAS reading proficiency level from the previous year.

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Facilities:

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

Other:

- After school care
- Before school care
- School uniform ✓
- Title I ✓

Family and Community Engagement:

- Local school advisory team ✓
- Active parent organization ✓
- Home visit trained teachers
- Regularly scheduled school tours

Destination School(s):

Eliot-Hine Middle School

Community Partnerships:

- Akin Gump
- Everybody Wins!
- U.S. Chess Center
- The Phillips Collection
- Turning the Page
- Kennedy Center
- Folger Shakespeare Theatre
- Wolf Trap
- Story Tapestries
- Teatro de la Luna

GETTING TO SCHOOL

90, 92, 93, DC Circulator, V7, V8, V9, 32, 34, 36, DCPOTSKY, A11, A9, A42, A46, P6, K11, M6, J13, B2

Blue/Orange Lines: Eastern Market Station

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**

Twitter: **@dcpublicschools**

Instagram: **dcpublicschools**