



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 Monroe St. NE Washington, DC 20017
Phone: (202) 281-3600 | Fax: (202) 526-5022
Principal: Azalia Hunt-Speight | azalia.speight@dc.gov
Web Site: www.dcps.dc.gov/DCPS/lukecmoore
School Hours: 8:45 a.m. - 3:15 p.m.

The mission of the Luke C. Moore High School is to provide a high-quality and compassionate secondary educational setting for disengaged youth ages 17-20 who have dropped out of high school, may have adjudication issues, or have had difficulties in traditional school settings. The school seeks to provide each student with an individualized program that addresses both their academic and socio-emotional needs. Luke C. Moore challenges students to become educated, productive and responsible contributors to society.

PROGRAMS (2013-14)



ACADEMIC ENRICHMENT

- Online Learning Program Accelerated Credits
- READ 180
- Men of Strength Program
- Women of Strength Program
- EagleBots Robotics Competition
- Audio/Visual Team
- George Washington University Law School Street Law Class
- Junior Technician Internship Program
- Learn Service International
- White House Tutoring Program



WELLNESS AND FITNESS

- New Strength and Nutritional Enrichment
- Turkey Thicket Recreational Center
- Healthy Snacks Program
- Girls & Boys Varsity Basketball
- Girls Volleyball



ARTS AND CULTURE

- White House Internship Program
- World Languages: Spanish
- International Study Abroad through LearnServe DC
- Critical Exposure Photography Program
- International Club
- U.S. Marshall Program

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

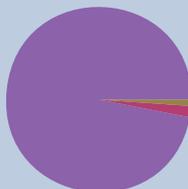
Priority — Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year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



STUDENT DEMOGRAPHICS (2012-13)

Enrollment: 366

- Black: 97%
- Hispanic/Latino: 2%
- White: 1%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



English language learners: 0%
Free and reduced-price lunch: 99%
Special education: 6%
In boundary: N/A
Average core class size: 21



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	2011-12	24%	68%	8%	The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).	
	2012-13	56%	36%	8%		
Student reading performance	2011-12	24%	54%	19%		3%
	2012-13	28%	61%	11%		
Graduation rate*	2011-12	36%		The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.		
	2012-13	41%				
5-year graduation rate	2010-11	28%		The percentage of students who enrolled in 9th grade for the first time five years ago and graduated with a standard diploma.		
	2011-12	55%				
Individualized Graduation Plan completion	2011-12	50%		The percentage of students who are on track to graduate based on their course plans.		
	2012-13	25%				



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?
First-time 9th grade completion	2011-12	50%		The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade and are on track for graduation.
	2012-13	50%		
Student growth in math	2011-12	46%		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.
	2012-13	29%		
Student growth in reading	2011-12	50%		
	2012-13	27%		

*Students enrolled at this school are typically overage and undercredited and have not been successful in traditional high school settings. The program is designed to accelerate their course of study and get them on track to graduate.

Luke C. Moore High 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 in-seat attendance	2011-12			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.
	2012-13			
Truancy rate	2011-12			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.
	2012-13			
Out-of-school suspensions	2011-12			The percentage of students who received at least one out-of-school suspension.
	2012-13			
Long-term suspensions	2011-12			The percentage of students who received at least one long-term suspension (11+ days).
	2012-13			
Student safety	2010-11			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.
	2012-13			
Student satisfaction	2010-11	N/A		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.
	2012-13			
Student re-enrollment	2011-12			The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
	2012-13			
Retention of effective and highly effective teachers	2011-12			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.
	2012-13	N/A		



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	2011-12			The percentage of students with grades of D or better in all courses.
	2012-13			
Foreign language enrollment	2011-12			The percentage of students enrolled in one or more foreign language courses.
	2012-13			

Luke C. Moore High School

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 type="checkbox"/>
Pool	<input type="checkbox"/>
Science lab	<input checked="" type="checkbox"/>

Other:

After school care	<input type="checkbox"/>
Before school care	<input 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"/>
Regularly scheduled school tours	<input type="checkbox"/>

Career Pathways:

Business Administration
Fire/EMS Cadet Program

Community Partnerships:

Alpha Kappa Alpha Sorority Inc. Rho Mu Omega Chapter
United Planning Organization - On-site Day Care Center
The Wes Moore Foundation
Learn Service International
George Washington University Law School Mock Trial Team
PNC Bank
DC Department of Health
Operation Hope
Sister to Sister
U.S. Marshalls Service

GETTING TO SCHOOL

 80, H8, H9, H1, H6, G8, H2, H3, H4, R4

 Red Line: Brookland-CUA 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](https://www.facebook.com/dcpublicschools)

Twitter: [@dcpublicschools](https://twitter.com/dcpublicschools)

Instagram: [dcpublicschools](https://www.instagram.com/dcpublicschools)