



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



501 Riggs Rd. NE, Washington, DC 20011

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

Principal: Richard Rogers | richard.rogers@dc.gov

Web Site: www.dcps.dc.gov/DCPS/lasalle-backus

School Hours: 8:45 a.m. – 3:15 p.m.

At LaSalle-Backus Education Campus, we strive to provide the highest-quality education to all of our students every day. LaSalle-Backus has a fully functional computer lab with new

Apple Notebooks, an instrumental music program and vocal music classes. In addition to our afterschool program, we have boys and girls athletic teams and several tutorial programs, both individual and in small groups. We also have our own garden, cared for by students, who learn about their local environment through hands-on science classes. Our students love LaSalle-Backus because of their dedicated teachers and warm, caring community.

PROGRAMS (2011-12)



ACADEMIC ENRICHMENT

- Heads Up
- Four-Year-Old Program
- AYA
- Yo KIDZ (tutoring)
- OST Academic Power Hour
- Failure Is Not An Option (FINO) Tutoring Program
- High School Preparation Club
- National Geographic Club
- Spelling Bee
- Three-Year-Old Program



WELLNESS AND FITNESS

- Girl Scouts
- Step Team
- Fitness Program
- Basketball
- Baseball
- Softball
- Volleyball
- Touch Football, Kickball, Cheerleading
- HIV Prevention Education
- Playworks



ARTS AND CULTURE

- TEAM (music)
- New Media Club
- Chorus
- Pink Fire Dance Troupe
- Ebony and Ivory Piano Club
- Photography Club
- After-School News Club
- Student Government
- Dance
- Book Club, Boardgame Club, Visual Arts, Theater

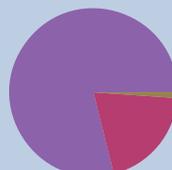
SCHOOL IMPROVEMENT STATUS

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: **301**

- Black: 79%
- Hispanic/Latino: 20%
- White: 1%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



English language learners: 14%

Free and reduced-price lunch: 78%

Special education: 18%

In-boundary: 61%



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 40% 2011 29% District Average ▲ 42%			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).
Meeting or exceeding reading standards	2010 45% 2011 29% District Average ▲ 43%			
Exceeding math standards	2010 6% 2011 5% District Average ▲ 12%			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).
Exceeding reading standards	2010 3% 2011 2% District Average ▲ 8%			
Median math performance level	2010 [Visual: Dot at Proficient level] 2011 [Visual: Dot at Basic level] District Average [Visual: Triangle at Basic level]	Below Basic Basic Proficient Advanced		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.
Median reading performance level	2010 [Visual: Dot at Proficient level] 2011 [Visual: Dot at Basic level] District Average [Visual: Triangle at Basic level]	Below Basic Basic Proficient Advanced		
Student engagement	2009 80 2011 74 District Average ▲ 81			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.
Retention of effective and highly effective teachers	2010 N/A 2011 90% 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.



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 54% 2011 44% District Average ▲ 46%			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.
Student growth in reading	2010 53% 2011 49% District Average ▲ 45%			

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SAFE AND EFFECTIVE SCHOOLS		WHAT DOES THIS MEAN?	
0 100			
Student attendance	2010 98% 2011 94% District Average ▲ 94%	The average percentage of students attending school daily.	
School safety	2009 58 2011 57 District Average ▲ 65	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.	
Expulsions and suspensions	2010 0% 2011 0% District Average ▲ 0%	The percentage of students who were expelled or suspended for 11 days or more.	
Student re-enrollment	2010 73% 2011 76% District Average ▲ 80%	The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.	

FAMILY AND COMMUNITY ENGAGEMENT AND SATISFACTION		WHAT DOES THIS MEAN?	
0 100			
Community satisfaction	2009 54 2011 58 District Average ▲ 69	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.	
Parent engagement	2009 73 2011 72 District Average ▲ 78	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.	

UNIQUE SCHOOL INDICATORS		WHAT DOES THIS MEAN?	
0 100			
Foreign language enrollment	2010 0% 2011 69%	The percentage of students enrolled in one or more foreign language courses.	
Students with 90% attendance	2010 97% 2011 84%	The percentage of students who have attended 90% or more school days.	

LaSalle-Backus Education Campus

Facilities:

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

Other:

Parent organization	
School uniform	
Title I	

Destination School(s):

Coolidge High School

Community Partnerships:

Lamond-Riggs Community Association
College for Every Student Program
Federal Energy Regulatory Commission
Giant Foods
Heads Up
Health Right, Inc.
Alpha Kappa Alpha Sorority, Inc.
PriceWaterhouseCoopers
St. Mary's Episcopal Church
Exxon/Mobile

GETTING TO SCHOOL



R1, R2, R5 (Fort Totten - Adelphi/Calverton)
E4, E2 (Riggs Rd/Ivy City - Friendship Heights)
F1, F2 (Takoma Station - Cheverly)
K6 (White Oak - Fort Totten)

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.