DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2012–13 SCHOOL SCORECARD

Ludlow-Taylor Elementary School

WARD
6

GRADES
PS–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. 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

659 G St. NE Washington, DC 20002
Phone: (202) 698-3244 | **Fax:** (202) 698-3250
Principal: Carolyn Cobbs | carolyn.cobbs@dc.gov
Web Site: www.dcps.dc.gov/DCPS/ludlow-taylor
School Hours: 8:45 a.m. – 3:15 p.m.

Ludlow-Taylor is a Title I elementary school on Capitol Hill. The focus of our work has been to build the expertise of our teaching staff so that our instructional program is powerful! Our data reflects impressive growth, Kindergarten up through grade 5. Our DC CAS scores moved from 45 percent up to 61 percent in reading and from 53 percent up to 59 percent in math with our intermediate students scoring at the proficient and advanced levels. Our PTA is strong and active and our parents have created a House of Representatives to act as informational liaisons for our many engaged but busy parents. We are an Arts Integration School and our ECE classrooms implement that through Reggio Emilia. Ludlow-Taylor ES is slated for modernization during the upcoming 2013 summer. Come join us - The Best Kept Secret on the Hill!

PROGRAMS (2012–13)

ACADEMIC ENRICHMENT

- After School Program
- Three and Four year old program
- Gifted and Talented program
- ST MIND Math
- Reading is Fundamental
- Everybody Wins
- Courtyard Classroom

WELLNESS AND FITNESS

- Girls on the Run
- Power Tots and Soccer Tots
- Boys and Girls Club
- Martial Arts
- Cheerleading
- Breakfast in the Classroom for ECE
- Fresh Fruit and Veggie Program
- Alliance Healthy Schools Program
- Physical Education
- Spanish

ARTS AND CULTURE

- Dance
- Drama
- Choral Music
- Visual Art
- Joy of Motion
- Drama Club
- Robotics
- Tennis
- Yoga

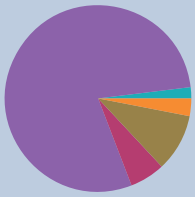
ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

Rising – Rising schools have an overall index score above 44 but less than 80 and are not identified as Priority or Focus schools by any other criteria.

STUDENT DEMOGRAPHICS (2011–12)

Enrollment: **258**

- Black: 79%
- Hispanic/Latino: 6%
- White: 10%
- Asian: 2%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 3%



English language learners: 3%
Free and reduced-price lunch: P2
Special education: 20%
In boundary: 21%
Average core class size: 17

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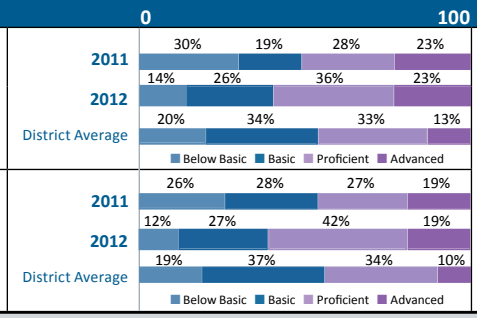
STUDENT PERFORMANCE

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.

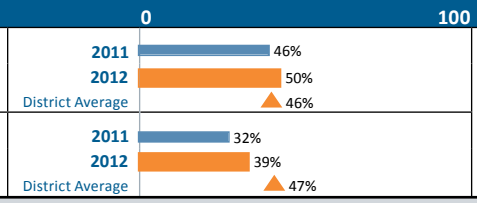


WHAT DOES THIS MEAN?

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.

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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: 91% 2012: 95% District Average: 90%	The average percentage of students attending school daily.
School safety	2009: 55 2011: 71 District Average: 72%	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	2011: 0% 2012: 0% District Average: 1%	The percentage of students who were expelled or suspended long term (11 or more days).
Student re-enrollment	2011: 76% 2012: 66% District Average: 82%	The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
Student engagement	2009: 2011: 86 District Average: 86	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	2011: 65% 2012: 95% District Average: 75%	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.

FAMILY AND COMMUNITY ENGAGEMENT

Families and community members play key roles in helping students and schools thrive. When parents, guardians and family members feel respected and informed about their student's life at school, they are more likely to be involved in helping their child learn.

	0 – 100	WHAT DOES THIS MEAN?
Community satisfaction	2009: 50 2011: 80 District Average: 78	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: 71 2011: 74 District Average: 81	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.
Survey response rate	2009: 2011: 22% District Average: 17%	Percentage of parent surveys returned.

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?
DIBELS students meeting benchmark	2011: 55% 2012: 75%	The percentage of students who have an 80% or greater chance of achieving grade-level reading goals.
TRC students meeting benchmark	2011: 57% 2012: 79%	The percentage of students who are reading at or above proficiency for their grade, based on Fountas and Pinnell's A-Z reading levels.

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Facilities:

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

Other:

- Parent organization ✓
- School uniform ✓
- Title I ✓

Community Partnerships:

- BET
- Everybody Wins
- Fillmore Arts Center
- Kennedy Center
- Institute of Education Leadership
- Duke Club of Washington
- Folgers Shakespeare Theatre
- DC Arts and Humanities
- Hands On DC
- DC Arts

GETTING TO SCHOOL

X1, X2 (Minnesota Ave Station - Potomac Park/Lafayette Square), D8 (Washington Hospital - Union Station), 90, 92, 93 (Ellington Bridge - Anacostia/Congress Heights Station), D3, D4 (Ivy City - Dupont Circle/Franklin Square), X8 (Carver Terrace - Union Station), D6 (Sibley Hospital - Stadium Armory)

Red Line: Union Station

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 Feb. 25, 2013, and June 3, 2013.

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.**