



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](http://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



1001 Monroe St. NE, Washington, DC 20017  
Phone: (202) 281-3600 | Fax: (202) 526-5022  
Principal: Azalia Hunt-Speight | [azalia.hunt-speight@dc.gov](mailto:azalia.hunt-speight@dc.gov)  
Web Site: [www.dcps.dc.gov/DCPS/lukecmoore](http://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, those who 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 (2011-12)



#### 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

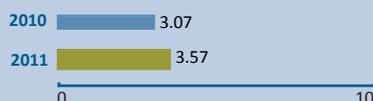


#### ARTS AND CULTURE

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

### MEDIAN HIGH SCHOOL EXPERIENCE

The number of years in high school a typical student has attended **prior** to enrollment at the school.



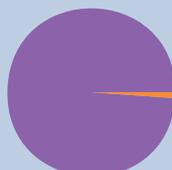
### SCHOOL IMPROVEMENT STATUS

**Restructuring Year 1** — This school has failed to make AYP for five years. This school must undergo major restructuring, which may include changes in staff and/or the school leadership. This school must develop a restructuring plan and will continue to offer Public School Choice and Supplemental Educational Services to eligible students.

### STUDENT DEMOGRAPHICS (2010-11)

Enrollment: **311**

- Black: 99%
- Hispanic/Latino: 0%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 1%



- English language learners: 0%
- Free and reduced-price lunch: 79%
- Special education: 6%
- In-boundary: N/A



## 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 <b>math</b> standards	2010			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).
	2011			
Meeting or exceeding <b>reading</b> standards	2010			
	2011			
Exceeding <b>math</b> standards	2010	N/A		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).
	2011	0%		
Exceeding <b>reading</b> standards	2010	N/A		
	2011	5%		
Graduation rate*	2009			The graduation rate at this school is based on the total number of graduates for a given year and is divided by this total plus the total number of dropouts over the previous four years.
	2010			
5-year graduation rate	2010	N/A		These data will be available in fall 2012. At that time, all graduation rates will be based not on the total number of graduates in a given year, but on the four- and five-year high school outcomes of various 9th grade cohorts.
	2011	N/A		
Individualized Graduation Plan completion	2010			The percentage of students who are on track to graduate based on their course plans.
	2011			
College enrollment	2009			The percentage of students graduating in June or August that are registered at a college or university the fall following their high school graduation.
	2010			
Student engagement	2009			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.
	2011			
Retention of effective and highly effective teachers	2010	N/A		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.
	2011			



## 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.

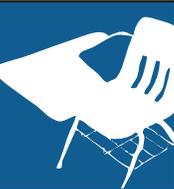
		0	100	WHAT DOES THIS MEAN?
9th grade completion	2010	N/A		The percentage of first-time 9th grade students who earned enough credits by the end of the spring semester to be promoted to 10th grade. These students are on track for graduation.
	2011	N/A		
Student growth in <b>math</b>	2010			The median student's 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.
	2011			
Student growth in <b>reading</b>	2010			
	2011			
Credit accumulation	2010			The percentage of students who have completed seven or more credits over the course of an academic year.
	2011			

\*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

		0	100	WHAT DOES THIS MEAN?
				
<b>SAFE AND EFFECTIVE SCHOOLS</b>				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.
Student attendance	2010  55% 2011  68%			The average percentage of students attending school daily.
Truant student attendance	2010 N/A 2011  64%			The average daily attendance of students with 15 or more unexcused absences after their 15th unexcused absence.
School safety	2009  77 2011  81			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  5% 2011  1%			The percentage of students who were expelled or suspended for 11 days or more.
Serious student misbehavior	2010  5 2011  1			The number of long-term suspensions or expulsions for the most serious (Tier 5) student misbehaviors in this school per 100 students.
Student re-enrollment	2010  65% 2011  60%			The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.

		0	100	WHAT DOES THIS MEAN?
				
<b>FAMILY AND COMMUNITY ENGAGEMENT AND SATISFACTION</b>				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.
Community satisfaction	2009  70 2011  86			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 N/A 2011  85			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.

		0	100	WHAT DOES THIS MEAN?
				
<b>UNIQUE SCHOOL INDICATORS</b>				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.
Students passing all courses	2010  26% 2011  34%			The percentage of students with grades of D or better in all courses.
Individualized Education Plan timeliness	2010  88% 2011  100%			The percentage of special education students whose Individualized Education Plan (IEP) meetings were held on-time.

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

### Other:

Parent organization	<input checked="" type="checkbox"/>
School uniform	<input checked="" type="checkbox"/>
Title I	<input checked="" type="checkbox"/>

### Community Partnerships:

Alpha Kappa Alpha Sorority Inc.  
Rho Mu Omega Chapter

United Planning Organization-  
Onsite 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

US Marshalls Service

### Career Pathways:

Business Administration

Fire/EMS Cadet Program

### GETTING TO SCHOOL



80 (North Capitol Street Line)  
G8 (Rhode Island Avenue Line)  
H1 (Brookland-Potomac Park Line)  
H2, H3, H4 (Crosstown Line)  
H6 (Brookland-Fort Lincoln Line)

H8, H9 (Park Road-Brookland Line)  
R4 (Queens Chapel Road Line)



Red Line: Brookland CUA

### 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](http://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](http://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](http://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](http://www.dcps.dc.gov) regularly, and sign up to receive regular e-mail updates from DCPS at [www.dcps.dc.gov/DCPS/enews](http://www.dcps.dc.gov/DCPS/enews).