



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



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Principal: Harry Hughes | harry.hughes@dc.gov
Web Site: www.dcps.dc.gov/DCPS/tubman
School Hours: 8:45 a.m. – 3:15 p.m.

Harriet Tubman Elementary School is located in the heart of the bustling and vibrant Columbia Heights neighborhood. Like the surrounding neighborhood, we have an extremely diverse

student population. Having undergone an aggressive school modernization effort in the summer of 2009, our classrooms are equipped with state-of-the-art technology and system upgrades that significantly enhance the learning experiences of our students. Tubman staff work together to provide a safe, child-centered environment where each child is celebrated as an individual and is given the support to ensure his/her academic, social and emotional success.

PROGRAMS (2011-12)



ACADEMIC ENRICHMENT

- Academic Power Hour
- Kid Power
- For the Love of Children
- DC School Project (Georgetown)
- Growing Together Tutorial program
- Reading All Stars
- Three-Year-Old Program
- Four-Year-Old Program
- Science Club



WELLNESS AND FITNESS

- DC SCORES (soccer and poetry)
- Basketball
- Flag Football



ARTS AND CULTURE

- Life Skill Mentoring for Girls
- Go Green Recycling
- Gardening
- Student Newspaper
- Student Government
- Art Club
- Choir

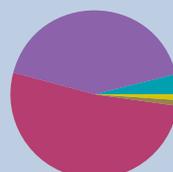
SCHOOL IMPROVEMENT STATUS

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: **472**

- Black: 42%
- Hispanic/Latino: 52%
- White: 1%
- Asian: 4%
- Pacific/Hawaiian: 1%
- Native/Alaskan: 0%
- Multiple races: 0%



- English language learners: 43%
- Free and reduced-price lunch: 81%
- Special education: 12%
- In-boundary: 53%

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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.

| | | 0 | 100 | WHAT DOES THIS MEAN? |
|--|--|---|-----|--|
| Meeting or exceeding math standards | <p>2010: 64%</p> <p>2011: 61%</p> <p>District Average: ▲ 42%</p> | | | 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 | <p>2010: 45%</p> <p>2011: 43%</p> <p>District Average: ▲ 43%</p> | | | |
| Exceeding math standards | <p>2010: 15%</p> <p>2011: 17%</p> <p>District Average: ▲ 12%</p> | | | 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 | <p>2010: 5%</p> <p>2011: 8%</p> <p>District Average: ▲ 8%</p> | | | |
| Median math performance level | <p>2010: [Dot on Proficient level]</p> <p>2011: [Dot on Basic level]</p> <p>District Average: [Dot on Basic level]</p> | | | 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 | <p>2010: [Dot on Proficient level]</p> <p>2011: [Dot on Basic level]</p> <p>District Average: [Dot on Basic level]</p> | | | |
| Student engagement | <p>2009: N/A</p> <p>2011: 88</p> <p>District Average: ▲ 86</p> | | | 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 | <p>2010: N/A</p> <p>2011: 89%</p> <p>District Average: ▲ 83%</p> | | | 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 | <p>2010: 70%</p> <p>2011: 59%</p> <p>District Average: ▲ 49%</p> | | | 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 | <p>2010: 64%</p> <p>2011: 59%</p> <p>District Average: ▲ 50%</p> | | | |

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| | | 0 | 100 | WHAT DOES THIS MEAN? |
|--|---|-----------------------------------|-----|--|
|  | | 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 attendance | 2010: 97% 2011: 99% District Average: 94% | | | The average percentage of students attending school daily. |
| School safety | 2009: 78 2011: 76 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 | 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: 82% 2011: 83% District Average: 81% | | | 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? |
|--|--|---|-----|---|
|  | | FAMILY AND COMMUNITY ENGAGEMENT AND SATISFACTION | | |
| 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: 80 2011: 83 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: 82 2011: 79 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. |

| | | 0 | 100 | WHAT DOES THIS MEAN? |
|---|------------------------|---------------------------------|-----|--|
|  | | 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 | 2010: 56% 2011: 62% | | | The percentage of students who have an 80% or greater chance of achieving grade-level reading goals. |
| Students with 95% attendance | 2010: 77% 2011: 94% | | | The percentage of students who have attended 95% or more school days. |

Tubman Elementary School

Facilities:

| | |
|--------------------------|-------------------------------------|
| Art room | <input checked="" type="checkbox"/> |
| Auditorium | <input checked="" type="checkbox"/> |
| Computer lab | <input type="checkbox"/> |
| Gym | <input type="checkbox"/> |
| Media center | <input type="checkbox"/> |
| Music room | <input checked="" type="checkbox"/> |
| Outdoor recreation space | <input checked="" type="checkbox"/> |
| Science lab | <input type="checkbox"/> |

Other:

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

Destination School(s):

Columbia Heights Education Campus

Community Partnerships:

BBT Bank
 Performing Arts Society
 Big Brothers/Big Sisters
 CHIME
 Church of Christ
 City Year
 Delta Sigma Theta Sorority, Inc.
 Food Bank
 Latin America Youth Center
 North Columbia Heights Neighborhood Assoc.

GETTING TO SCHOOL

-  H1, H2, H3, H4 (Brookland - Potomac Park/Van Ness/Tenleytown)
 64 (Fort Totten - Federal Triangle)
 54, 53, 54 (L'Enfant Plaza/McPherson Sq - Takoma)
 H8 (Mt Pleasant - Rhode Island Ave)
-  Green Line: Columbia Heights Station
- 62, 63 (Takoma - Federal Triangle)
 70, 71 (Buzzard Point/9th & Maine - Silver Spring)
 S1, S2, S4, S9 (Silver Spring/16th & Colorado - Federal Triangle)
 42 (Mt Pleasant - Metro Center)

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.