

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



1500 Mississippi Ave. SE, Washington, DC 20032

Phone: (202) 645-3470 | Fax: (202) 645-3467

Principal: Robert Gregory | robert.gregory@dc.gov

Web Site: www.dcps.dc.gov/DCPS/turner

School Hours: 8:45 a.m. – 3:15 p.m.

At Turner Elementary School at Green, we prepare students in every possible way for academic success. Our mission is to facilitate a love for learning and to transform our students into

life-long learners. We are fortunate to have the support of many community partners and organizations to supplement our rigorous academic program. We are poised for success because we are turning potential into reality. Parents, staff and administrators are fully committed to creating an inclusive, engaging and rich learning environment for all of our students.

PROGRAMS (2011-12)



ACADEMIC ENRICHMENT

- OST Academic Power Hour
- City Year
- Heads Up
- Tutor Find tutorial
- IEP tutorial
- Bring a Book to Life
- Schoolwide Application Model (SAM)
- Three-Year-Old Program
- Four-Year-Old Program



WELLNESS AND FITNESS

- Fields of Dreams (baseball and tutoring)
- Girl Scouts



ARTS AND CULTURE

- City Dance
- Washington Ballet

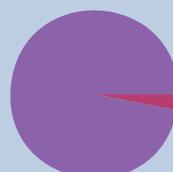
SCHOOL IMPROVEMENT STATUS

In Need of Improvement Year 1 — This school has failed to make AYP for two years. The school must develop a School Improvement Plan and offer students Public School Choice.

STUDENT DEMOGRAPHICS (2010-11)

Enrollment: **310**

- Black: 97%
- Hispanic/Latino: 3%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



- English language learners: 2%
- Free and reduced-price lunch: 76%
- Special education: 9%
- In-boundary: 63%



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 44% 2011 43% 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 47% 2011 38% District Average ▲ 43%			
Exceeding math standards	2010 6% 2011 11% 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 6% 2011 3% District Average ▲ 8%			
Median math performance level	2010 2011 District Average			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 2011 District Average			
Student engagement	2009 N/A 2011 89 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	2010 N/A 2011 93% 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 44% 2011 55% District Average ▲ 49%			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 59% 2011 47% District Average ▲ 50%			

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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 attendance	<table border="1"> <tr> <td>2010</td> <td>98%</td> </tr> <tr> <td>2011</td> <td>99%</td> </tr> <tr> <td>District Average</td> <td>▲ 94%</td> </tr> </table>	2010	98%	2011	99%	District Average	▲ 94%	The average percentage of students attending school daily.	
2010	98%								
2011	99%								
District Average	▲ 94%								
School safety	<table border="1"> <tr> <td>2009</td> <td>74</td> </tr> <tr> <td>2011</td> <td>73</td> </tr> <tr> <td>District Average</td> <td>▲ 72</td> </tr> </table>	2009	74	2011	73	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.	
2009	74								
2011	73								
District Average	▲ 72								
Expulsions and suspensions	<table border="1"> <tr> <td>2010</td> <td>1%</td> </tr> <tr> <td>2011</td> <td>0%</td> </tr> <tr> <td>District Average</td> <td>▲ 0%</td> </tr> </table>	2010	1%	2011	0%	District Average	▲ 0%	The percentage of students who were expelled or suspended for 11 days or more.	
2010	1%								
2011	0%								
District Average	▲ 0%								
Student re-enrollment	<table border="1"> <tr> <td>2010</td> <td>71%</td> </tr> <tr> <td>2011</td> <td>76%</td> </tr> <tr> <td>District Average</td> <td>▲ 81%</td> </tr> </table>	2010	71%	2011	76%	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.	
2010	71%								
2011	76%								
District Average	▲ 81%								

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	<table border="1"> <tr> <td>2009</td> <td>65</td> </tr> <tr> <td>2011</td> <td>79</td> </tr> <tr> <td>District Average</td> <td>▲ 78</td> </tr> </table>	2009	65	2011	79	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.	
2009	65								
2011	79								
District Average	▲ 78								
Parent engagement	<table border="1"> <tr> <td>2009</td> <td>74</td> </tr> <tr> <td>2011</td> <td>79</td> </tr> <tr> <td>District Average</td> <td>▲ 81</td> </tr> </table>	2009	74	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.	
2009	74								
2011	79								
District Average	▲ 81								

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?					
CAS math performance level change	<table border="1"> <tr> <td>2010</td> <td>16%</td> </tr> <tr> <td>2011</td> <td>35%</td> </tr> </table>	2010	16%	2011	35%	The percentage of students improving their DC CAS reading proficiency level from the previous year.	
2010	16%						
2011	35%						
Students with 90% attendance	<table border="1"> <tr> <td>2010</td> <td>96%</td> </tr> <tr> <td>2011</td> <td>99%</td> </tr> </table>	2010	96%	2011	99%	The percentage of students who have attended 90% or more school days.	
2010	96%						
2011	99%						

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Facilities:

Art room	<input checked="" type="checkbox"/>
Auditorium	<input 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 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):

Johnson Middle School

Community Partnerships:

Andrews Federal Credit Union
Foster Grandparents
City Year
Giants
Heads Up
Live It Learn It

GETTING TO SCHOOL



W2, W3 (Washington Overlook - United Medical Center)
92, 93 (Ellington Bridge - Congress Heights)
W4 (Deanwood - Anacostia)
94 (Anacostia/Stanton Rd loop)

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.