

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. Inside, you'll find important facts related to **student performance, family and community engagement, safety, facilities, and more.**

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 provide you with the facts on the progress of this school, the best way to gauge a school's quality is to get involved. Please take a look at the back page for **ideas on engaging with your school community.**

You can compare schools' programs and performance online at www.dcps.dc.gov/profiles.

It is 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



101 N St. NW Washington, DC 20001

Phone: (202) 698-3762 | Fax: (202) 673-2233

Principal: Stephen Jackson | stephen.jackson@dc.gov

Web Site: www.dunbardc.org/

School Hours: 8:45 a.m. – 3:15 p.m.

Our mission is to provide an all-inclusive instructional program for students that fosters maximum academic achievement,

enabling them to enjoy lifelong learning while becoming productive citizens. Dunbar aims to serve as a learning community where students undergo diverse, meaningful opportunities and experiences and receive a quality education. All students are encouraged to be well-rounded scholars by participating in Dunbar's numerous extracurricular activities. Alumni continue to support the mission of the school with millions of dollars in scholarships annually.

PROGRAMS (2013-14)



ACADEMIC ENRICHMENT

- National Honor Society
- Advanced Placement Classes
- University Street Law & Constitutional Law Classes
- Read 180
- JROTC Program
- Twilight Program
- College Summit
- Blackboard Learn
- 9th Grade Academy
- Saturday Academic Enrichment



WELLNESS AND FITNESS

- Boys Football and Girls Flag Football
- Boys and Girls Basketball
- Boys and Girls Track and Field
- Boys Baseball and Girls Softball
- Boys and Girls Soccer
- Girls Volleyball
- Co-Ed Cheerleading
- Co-Ed Swimming
- Co-Ed Ski Team
- Crimson Lace Dance Team



ARTS AND CULTURE

- Crimson Tide Marching Band
- International Club
- Robotics Club
- Poetry Slam & Theatre Club
- Anime Club
- Gay and Lesbian Alliance
- Catwalk Modeling Group
- Gentlemen and Ladies of Dunbar
- Alpha Leadership Program
- Teen Family Development Program



SPECIAL EDUCATION

- Behavioral & Educational Support
- Intellectual Disability Support
- Learning Disability Support

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

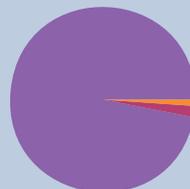
Priority — Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year on meeting planned milestones.



STUDENT DEMOGRAPHICS (2012-13)

Enrollment: 504

- Black: 97%
- Hispanic/Latino: 2%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 1%

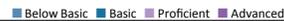


- English language learners: 2%
- Free and reduced-price lunch: 99%
- Special education: 25%
- In boundary: 46%
- Average core class size: 19



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?		
Student math performance	2011-12	29%	51%	20%	The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).	
	2012-13	37%	46%	16%		
	District Average	18%	32%	33%		16%
						
Student reading performance	2011-12	29%	41%	29%		
	2012-13	32%	50%	16%		
	District Average	17%	35%	36%	11%	
						
Graduation rate	2011-12	59%		The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.		
	2012-13	61%				
	District Average	▲ 58%				
5-year graduation rate	2010-11	67%		The graduation rate including students who graduated high school in five years.		
	2011-12	67%				
	District Average	▲ 61%				
Advanced Placement performance	2011-12	0%		The percentage of students participating in an Advanced Placement examination and scoring 3, 4 or 5. These scores generally enable students to receive college credit.		
	2012-13	0%				
	District Average	▲ 29%				



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?
First-time 9th grade completion	2011-12	71%		The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade and are on track for graduation.
	2012-13	81%		
	District Average	▲ 66%		
Student growth in math	2011-12	32%		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.
	2012-13	40%		
	District Average	▲ 49%		
Student growth in reading	2011-12	44%		
	2012-13	34%		
	District Average	▲ 49%		

Dunbar High School



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	2011-12 76% 2012-13 76% District Average 81%			The average percentage of students attending school daily. Business rules were updated in school year 2013-14. These figures were calculated prior to that change.
Truancy rate	2011-12 45% 2012-13 40% District Average 26%			The percentage of students regarded as truant (15+ unexcused absences). Business rules were updated in school year 2013-14. These figures were calculated prior to that change.
Out-of-school suspensions	2011-12 42% 2012-13 17% District Average 20%			The percentage of students who received at least one out-of-school suspension.
Long-term suspensions	2011-12 2% 2012-13 2% District Average 2%			The percentage of students who received at least one long-term suspension (11+ days).
Student safety	2010-11 64% 2012-13 85% District Average 83%			A score that represents student 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 student survey.
Student satisfaction	2010-11 67% 2012-13 67% District Average 76%			A score that signals students' overall satisfaction with their school. The scale is from 0 to 100, and the score is based on the results of a student survey.
Student re-enrollment	2011-12 66% 2012-13 81% District Average 78%			The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
Retention of effective and highly effective teachers	2011-12 82% 2012-13 91% 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.



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?
Individualized Education Plan timeliness	2011-12 95% 2012-13 91%			The percentage of special education students whose Individualized Education Plan (IEP) meetings were held on-time.
Foreign language enrollment	2011-12 42% 2012-13 34%			The percentage of students enrolled in one or more foreign language courses.

Dunbar High School

Facilities:

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

Other:

- After school care
- Before school care
- School uniform
- Title I

Family and Community Engagement:

- Local school advisory team
- Active parent organization
- Home visit trained teachers
- Regularly scheduled school tours

Feeder School(s):

- Wheatley Education Campus
- Noyes Education Campus
- Walker-Jones Education Campus
- Langdon Education Campus

Community Partnerships:

- Gear UP
- Urban Alliance
- Alpha Leadership Program
- Howard University
- American University
- George Washington University
- Dunbar Alumni Federation
- First Rising Mount Zion Baptist Church
- Vernon Davis Foundation
- Link, Inc.

Career Pathways:

- Charles Drew STEM & Pre-Engineering Academy
- Anna J. Cooper Education Career Academy
- 9th Grade Leadership Academy
- Business/Marketing Strand
- Cisco Technology Strand
- Biotechnology Strand

GETTING TO SCHOOL

 P6, 96, 80, 90, 92, 93, X3, D4, G2

 Green/Yellow Lines: Mt. Vernon Square 7th St-Convention Center Station

WHAT YOU CAN DO

Families play an essential role in supporting student success.

Talk to your child about school. Your opinion and interest matter to your child. Ask your child about one thing he or she learned at school, and keep asking every day!

Talk to your child's teacher(s). Teachers and parents are on the same team. Ask teacher(s) about their expectations and goals for your child, and share your own. Brainstorm ways you can help your child at home to supplement learning at school.

Stay up-to-date and informed about what's happening at school. Pay attention to report cards, attendance, data, and any updates or newsletters coming home from school. If you have

any questions, don't hesitate to ask the teachers, principal, or staff. Find out what leadership opportunities are available, such as in parent organizations.

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 main office or the library. For more information, contact the school's main office to determine specific needs or visit www.dcps.dc.gov/volunteer for details about the volunteer clearance process.

WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?

View scorecards of every DCPS school at: www.dcps.dc.gov/profiles. You can search for DCPS schools based on the information that you care about, and you can also compare schools side by side.

HOW CAN I STAY UP TO DATE ON WHAT'S HAPPENING?

Website: www.dcps.dc.gov
 Facebook: [FB.com/dcpublicschools](https://www.facebook.com/dcpublicschools)
 Twitter: [@dcpublicschools](https://twitter.com/dcpublicschools)
 Instagram: [dcpublicschools](https://www.instagram.com/dcpublicschools)