



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



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Phone: (202) 282-0123 | Fax: (202) 337-7847

Principal: Desepe de Vargas | desepe.devargas@dc.gov

Web Site: www.ellingtonschool.org

School Hours: 8:30 a.m. – 4:55 p.m.

Duke Ellington School of the Arts is the only high school in the District of Columbia that combines a full college-preparatory curriculum with intensive pre-professional arts training. With the support of its partners, Ellington serves diverse and talented students from all wards of the city. Students are admitted through an audition and interview process into one of eight majors: Dance, Instrumental Music, Literary Media & Communications, Museum Studies, Technical Design & Production, Theater, Visual Arts, and Vocal Music. Students perform and exhibit their work at the Kennedy Center, the White House, and national and international events.

PROGRAMS (2015-16)



ACADEMIC ENRICHMENT

- 11 AP Courses
- Honors classes
- National Honor Society
- Debate Team
- Foreign Affairs Round Table
- Model UN
- Constitutional Law
- HI-SCIP
- Cathedral Scholars
- International Hosting Committee



WELLNESS AND FITNESS

- Physical Education
- Gym
- Lower Fat & Vegetarian Lunch Options
- Men of Strength
- Girl Talk
- Student Government
- SMYAL
- Male Development Association
- Walking Club
- Movement for Actors



ARTS AND CULTURE

- Dual Academic & Arts Curriculum
- Recording Studio & Video Production Studio
- Eight Arts Majors; Three Hours of Arts Instruction Per Day
- Student Performances & Exhibits
- Faculty Performances & Exhibits
- Master Classes and Performances by Visiting Artists
- CAPPIS
- Theater
- Dance Studios
- Art Gallery

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

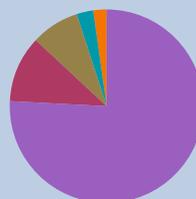
Rising schools need support to continue growth. They have an overall index score above 44 but less than 80 and are not identified as Priority or Focus schools by any other criteria.



STUDENT DEMOGRAPHICS (2014-15)

Enrollment: **523**

- Black: 76%
- Hispanic/Latino: 11%
- White: 8%
- Asian: 3%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 2%



- English language learners: 1%
- Free and reduced-price lunch: 39%
- Special education: 4%
- In boundary: N/A
- Average core class size: 11



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	2014-15	16%	43%	38%	3%	The percent of students achieving at each performance level on the PARCC (Partnership for the Assessment of Readiness for College and Career). The 2014-15 school year is the first year of this assessment.	
	District Average	24%	31%	24%	18%		3%
Student reading performance	2014-15	15%	17%	18%	40%		10%
	District Average	32%	23%	20%	20%		5%
Graduation rate	2014-15	87%			The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.		
District Average	64%			93%			
Advanced Placement performance	2014-15	40%			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.		
2013-14	42%						
District Average	33%						



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	2014-15	88%			The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade and are on track for graduation.
2013-14	89%				
District Average	78%				



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	2014-15  89% 2013-14  87% District Average  78%	The average percent of students attending school daily.		
Truancy rate	2014-15  32% 2013-14  42% District Average  45%	The percentage of students considered truant (10 or more unexcused absences while compulsory school-aged).		
Out-of-school suspensions	2014-15  1% 2013-14  0% District Average  15%	The percentage of students included in the enrollment audit who received at least one out-of-school suspension.		
Long-term suspensions	2014-15  0% 2013-14  0% District Average  1%	The percentage of students included in the enrollment audit who received at least one long-term suspension (11+ days).		
Student safety	2014-15  72% 2013-14  80% District Average  68%	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	2014-15  75% 2013-14  82% District Average  77%	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	2014-15  92% 2013-14  92% 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.		
Retention of effective and highly effective teachers	2014-15  67% 2013-14 N/A District Average  80%	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. Does not include schools with fewer than 10 teachers rated by IMPACT.		

Duke Ellington School of the Arts

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

Other:

After school care	<input type="checkbox"/>
Before school care	<input type="checkbox"/>
School uniform	<input type="checkbox"/>
Title I	<input type="checkbox"/>

Family and Community Engagement:

Local school advisory team	<input checked="" type="checkbox"/>
Active parent organization	<input checked="" type="checkbox"/>
Home visit trained teachers	<input type="checkbox"/>
School tours	<input type="checkbox"/>

Feeder School(s):

Community Partnerships:

John F. Kennedy Center for the Performing Arts

George Washington University

The Ellington Fund

Feld Entertainment

Georgetown University

Magic Johnson Foundation

Dickstein Shapiro

Monarch Construction

Davis Construction

GETTING TO SCHOOL

 64, 63, 52, 53, 54, 70, H1, H2, H3, H4, H8, 90, 92, 93, 96, X3



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/dcps/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)