



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](http://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



704 26th St NE Washington, DC 20002

Phone: (202) 729-4360 | Fax: (202) 442-8438

Principal: Willie Jackson | [willie.jackson@dc.gov](mailto:willie.jackson@dc.gov)

Web Site: [phelpshsdc.org](http://phelpshsdc.org)

School Hours: 8:45 a.m. – 3:30 p.m.

Phelps is a city-wide, comprehensive application high school with rigorous, innovative curricula. We aim to prepare students for higher education and careers in architecture, construction, and engineering. Students will be prepared to succeed in college through a strong academic program with Honors and Advanced Placement courses. We have a modern, brand-new facility that gives our students the state-of-the-art tools they need to become college-ready with a CTE certificate of completion. Our new building also boasts computers in every classroom, a virtual heavy equipment simulation lab, and Wi-Fi accessibility.

### PROGRAMS (2015-16)



#### ACADEMIC ENRICHMENT

- AP English
- AP World History
- AP Studio Art
- AP Environmental Science
- AP Psychology
- Read 180
- Specialized CTE/STEM program with a concentration in Architecture, Construction, and Engineering



#### WELLNESS AND FITNESS

- Junior Varsity/Varsity Football
- Cheerleading
- Volleyball
- Baseball/Softball
- Boys and Girls Basketball
- Skiing
- Bowling
- Flag Football
- Boys and Girls Indoor/Outdoor Track



#### ARTS AND CULTURE

- Chess Club
- Math Club
- Chinese Club
- Electrical Vehicle Team
- Robotics Team
- Concert Band
- Debate Team
- Environmental Club
- Girls' Mentor Group



#### SPECIAL EDUCATION

- Behavior & Education Support

### ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

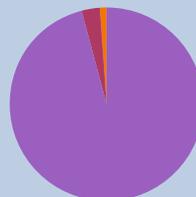
Rising schools need support to continue growth. They have an overall index score above 44 but less than 80 and are not identified as Priority or Focus schools by any other criteria.



### STUDENT DEMOGRAPHICS (2014-15)

Enrollment: **323**

- Black: 96%
- Hispanic/Latino: 3%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 1%



- English language learners: 3%
- Free and reduced-price lunch: 99%
- Special education: 12%
- In boundary: N/A%
- Average core class size: 14



## 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 <b>math</b> performance	<b>2014-15</b>	16%	58%	24%	3%
	District Average	24%	31%	24%	18%
Student <b>reading</b> performance	<b>2014-15</b>	28%	24%	31%	17%
	District Average	32%	23%	20%	20%
Graduation rate	<b>2014-15</b>		88%		
	<b>2013-14</b>		96%		
	District Average		64%		
Advanced Placement performance	<b>2014-15</b>	5%			
	<b>2013-14</b>	7%			
	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	<b>2014-15</b>		84%	
	<b>2013-14</b>		87%	
	District Average		78%	

# Phelps Architecture, Construction, and Engineering 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	2014-15: 89% 2013-14: 87% District Average: 78%			The average percent of students attending school daily.
Truancy rate	2014-15: 53% 2013-14: 56% District Average: 45%			The percentage of students considered truant (10 or more unexcused absences while compulsory school-aged).
Out-of-school suspensions	2014-15: 2% 2013-14: 11% 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: 1% 2013-14: 2% 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: 58% 2013-14: 68% 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: 63% 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: 78% 2013-14: 80% 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: 96% 2013-14: 89% 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.

## Phelps Architecture, Construction, and Engineering 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 checked="" type="checkbox"/>
Pool	<input type="checkbox"/>
Science lab	<input checked="" type="checkbox"/>

### Other:

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

### Community Partnerships:

Architects of the Capitol (AOC)  
Mentor Foundation U.S.A.  
Ironworkers Local 5/201  
Office of Naval Research  
Arena Stage  
Plumbers & Pipe Fitters UA 5  
Urban Alliance  
Clark Construction  
The Washington Architectural Foundation  
Association of General Contractors (AGC) of DC

### Career Academies/ CTE Programs:

Engineering  
Architecture & Design  
Carpentry  
Electrical  
HVAC  
Welding & Sheet Metal  
Networking

### GETTING TO SCHOOL

 X1, X2, X3, X9, X8



## 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](http://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](http://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](http://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)