

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



1301 New Jersey Ave. NW Washington, DC 20001
Phone: (202) 698-3762 | Fax: (202) 673-2233
Principal: Stephen Jackson | stephen.jackson@dc.gov
Web Site: www.dcps.dc.gov/DCPS/dunbar
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 (2012-13)



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

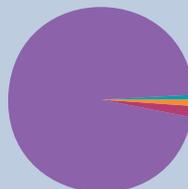
ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

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 (2011-12)

Enrollment: 593

- Black: 96%
- Hispanic/Latino: 2%
- White: 0%
- Asian: 1%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 1%



- English language learners: 3%
- Free and reduced-price lunch: 79%
- Special education: 25%
- In boundary: 50%
- Average core class size: 22

Dunbar High School



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	28%	54%	18%	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	29%	51%	20%	
	District Average	20%	34%	33%	
Student reading performance	2011	25%	48%	24%	The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.
	2012	29%	41%	29%	
	District Average	19%	37%	34%	
Graduation rate	2011	60%		The percentage of students who enrolled in 9th grade for the first time five years ago and graduated with a standard diploma.	
2012	59%				
District Average	56%				
5-year graduation rate	2011	67%		The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.	
2012	N/A				
District Average	61%				
College enrollment	2010	43%		The percentage of students graduating in June or August that are registered at a college or university the fall following their high school graduation. Data availability lags by one year, meaning results for 2011 are based on students graduating high school in summer 2010.	
2011	40%				
District Average	38%				
Advanced Placement performance	2011	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	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	47%		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	70%		
	District Average	62%		
Student growth in math	2011	33%		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	31%		
	District Average	46%		
Student growth in reading	2011	39%		
	2012	45%		
	District Average	47%		

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: 67% 2012: 76% District Average: 90%			The average percentage of students attending school daily.
School safety	2009: 47 2011: 54 District Average: 65			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	2011: 5% 2012: 2% District Average: 1%			The percentage of students who were expelled or suspended long term (11 or more days).
Serious student misbehavior	2011: 3 2012: 1 District Average: 1			The number of expulsions and long-term suspensions for the most serious student misbehavior at this school per 100 students.
Student re-enrollment	2011: 72% 2012: 75% District Average: 82%			The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
Student engagement	2009: 78 2011: 77 District Average: 80			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	2011: 73% 2012: 82% District Average: 75%			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.



FAMILY AND COMMUNITY ENGAGEMENT

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: 50 2011: 52 District Average: 68			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: 61 2011: 64 District Average: 73			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.
Survey response rate	2009: 11% 2011: 11% District Average: 17%			Percentage of parent surveys returned.



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: 81% 2012: 95%			The percentage of special education students whose Individualized Education Plan (IEP) meetings were held on-time.
Foreign language enrollment	2011: 52% 2012: 42%			The percentage of students enrolled in one or more foreign language courses.

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

Other:

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

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

 70, 71 (Georgia Ave-7th Street Line), 79 (Georgia Ave Extra Metro Line), 90 (U Street-Garfield Line), 96 (East Capitol Street-Cardozo Line), G2 (P Street-LeDroit Park Line), P6 (Anacostia-Eckington Line), DC Circulator (Convention Center-SW Waterfront)

 Green/Yellow Line: Mt. Vernon Square/Convention Center station

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 Feb. 25, 2013, and June 3, 2013.

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.