



From State to Student

Office of the State Superintendent of Education

DUNBAR HS

1301 NEW JERSEY AVE NW WASHINGTON, DC 20001

2010 – 2011 SCHOOL REPORT CARD



MESSAGE FROM THE STATE SUPERINTENDENT

As a parent myself, as well as a former math teacher, I know that making decisions about your child's education is important. Giving parents all of the information they need—whether it is test score data or schools that have been identified for improvement—is a large portion of what we do. Our goal is to help empower parents to determine the right learning environment for their child.

The report cards included here are based on the results from the DC Comprehensive Assessment System (DC CAS). DC CAS measures how well our students have mastered the knowledge and skills contained in the state's academic learning standards. The results are broken down for the district, each Local Education Agency (LEA), and each school within the LEAs. They also offer specific information to the public on each school's performance under the accountability system approved by the DC State Board of Education.

LEAs, schools and educators use the information on these report cards to evaluate their effectiveness in the classroom, plan curriculums, and build strategies to improve their outcome for the following year.

Thank you for your interest in this year's state report card. If you need help interpreting this data please visit www.osse.dc.gov.



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Office of the State Superintendent of Education

INSIDE THIS REPORT:

1. Adequate Yearly Progress (AYP)
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The following report was produced on behalf of the DC Office of the State Superintendent of Education by GreatSchools, an independent, nonprofit organization which specializes in publishing education performance information for parents.

Sincerely,

Hosanna Mahaley,

State Superintendent of Education

Washington, DC



More information about the District of Columbia's statewide accountability system is available online.

Visit www.osse.dc.gov to:

- Learn more about the DC CAS
- Learn more about the District of Columbia's Academic Learning Standards
- Or call the Office of the State Superintendent of Education at (202) 727-6436

The Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB, Public law 107-100), requires the District of Columbia to annually determine whether schools, districts, and the state have made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school, local education agency (LEA), and state is measured using the DC Comprehensive Assessment System (DC CAS). The results are compared against annual performance targets to determine whether the school, LEA, or state is making AYP.

In order to meet AYP all specified student groups consisting of a minimum number of students must meet proficiency and participation goals. In addition, high schools must meet a graduation rate goal, while elementary and middle schools must meet an attendance rate goal. If any subgroup of students or the whole student body in a school does not meet the targets, or does not make sufficient progress toward the targets, the school is designated as not meeting AYP. The same requirements apply to each LEA and to the state.

THERE ARE TWO WAYS TO MAKE AYP:

1. Meet or exceed the AYP targets (testing and attendance/graduation rate) for the current year
2. Meet or exceed Safe Harbor² (sh) requirements for the current year

DUNBAR HS

This school did not meet AYP because only 3 of 21 indicators were satisfied.

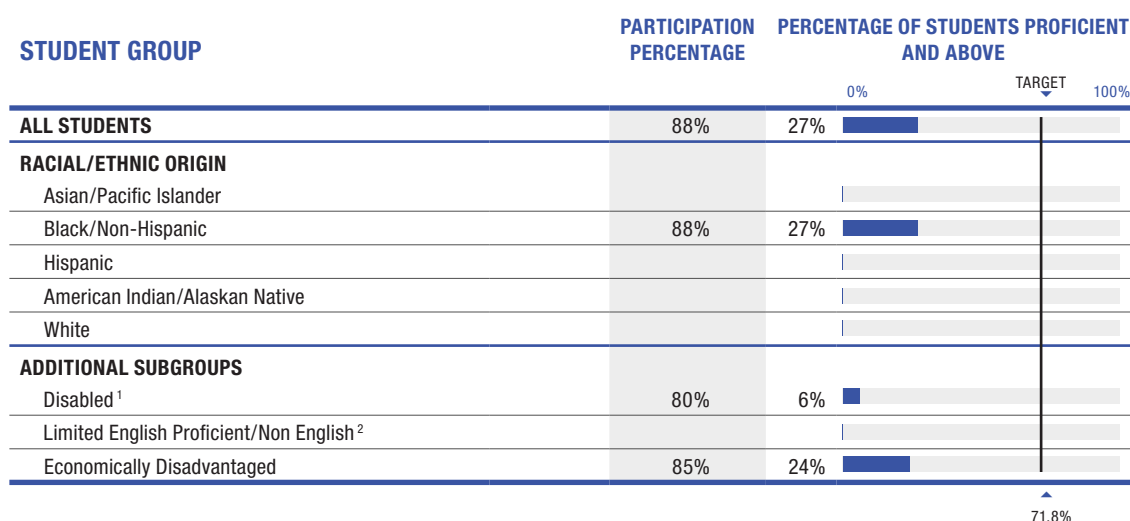
STUDENT GROUP	MET PROFICIENCY GOAL		MET PARTICIPATION GOAL		ATTENDANCE RATE ¹	GRADUATION RATE ¹
	READING	MATH	READING	MATH		
ALL STUDENTS	x	x	x	x		x
RACIAL/ETHNIC ORIGIN						
Asian/Pacific Islander						
Black/Non-Hispanic	x	x	x	x		x
Hispanic						✓
American Indian/Alaskan Native						
White						
ADDITIONAL SUBGROUPS						
Disabled	x	x	x	x		
Limited English Proficient/Non-English Proficient						✓
Economically Disadvantaged	x	x	x	x		✓

SECONDARY SCHOOL RESULTS

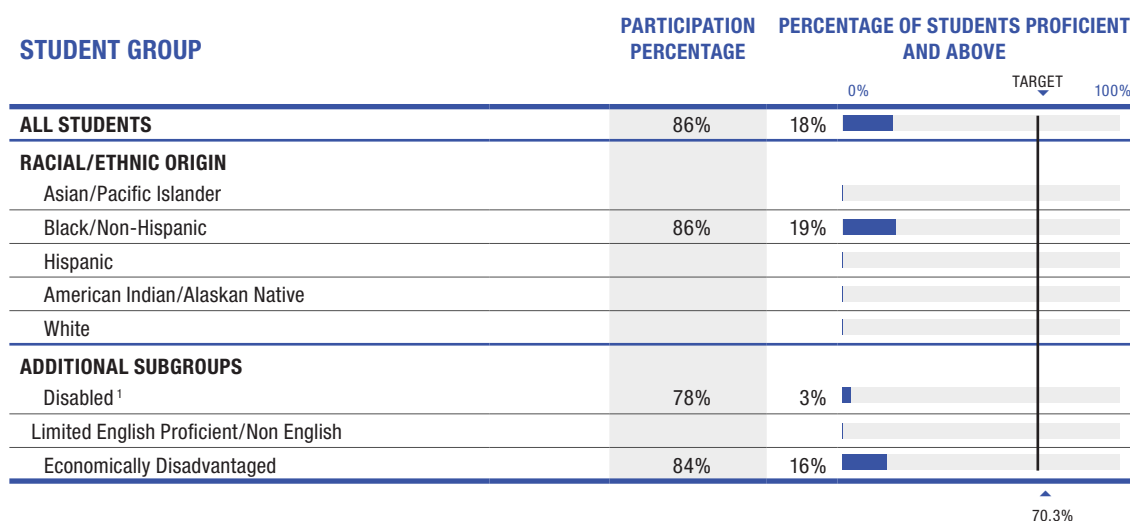
Only students who were enrolled in the state for the full academic year are included in the AYP results. In the District of Columbia, a Full Academic Year is defined as being enrolled on the official enrollment day in October (October 5, or the first business day after October 5) AND being enrolled on the first day of the assessment window (generally late April) AND remaining enrolled for 85 percent of instructional days between the October date and the April date.

The percentage marker on the charts show the annual performance target set for the state for elementary schools in the 2010-2011 school year.

READING



MATHEMATICS



Footnotes

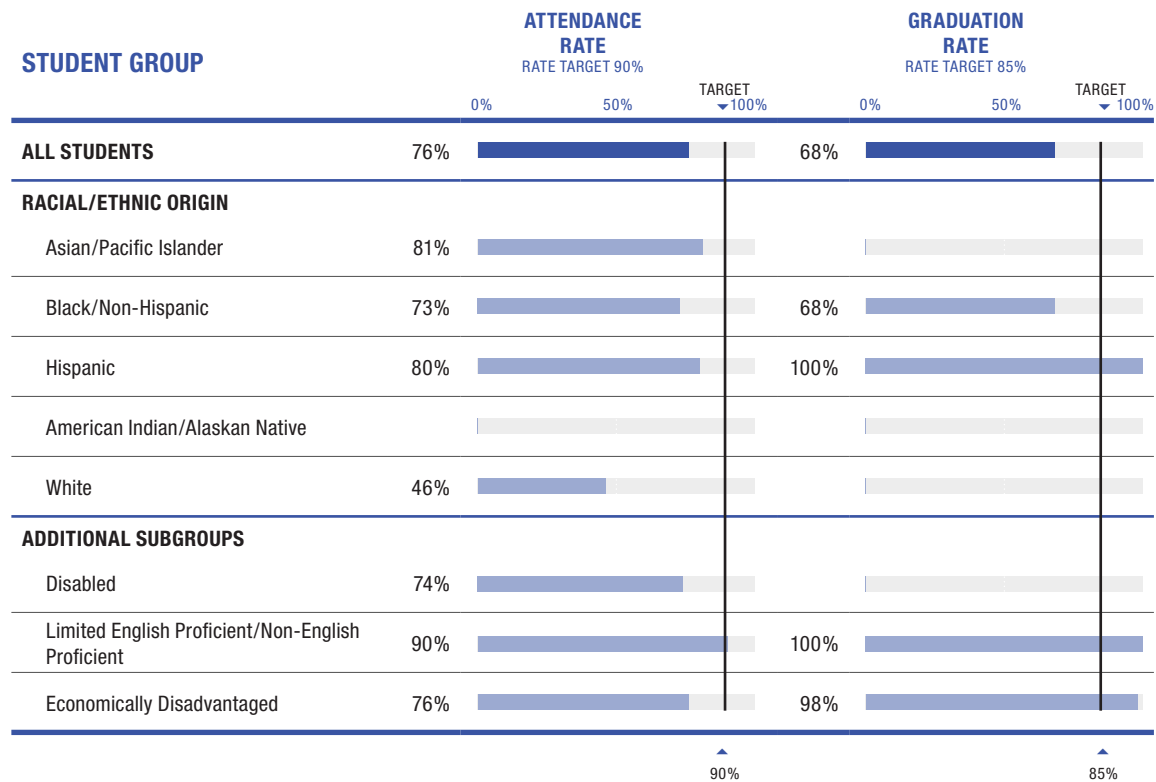
¹ Disabled: 0 students participated in the DC CAS Alternate Assessment.

² Limited English/Non-English Proficient: 0 students in this subgroup were exempted from the reading test due to their arrival in the US in the last 12 months.

ATTENDANCE/GRADUATION RATES

In addition to test score results for Reading and Mathematics, schools must meet a third indicator to make AYP: daily average attendance rates for elementary and middle schools, and graduation rates for high schools.

The daily average attendance rate target is 90% and the graduation target is 85%. If a school or LEA does not meet the target, but demonstrates improvement of 1% from the previous year, they are considered to have made AYP for this indicator.



DC CAS Test Score Results

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2010 – 2011 SCHOOL REPORT CARD

Since 2006, the annual assessment system for the District of Columbia has been the DC Comprehensive Assessment System (DC CAS), which is given in the spring of each year. The assessments are aligned to the District of Columbia Learning Standards.

ALL GRADES READING - SECONDARY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL ¹				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
ALL STUDENTS	2010-2011	88%	27%	47%	24%	3%	26%		
	2009-2010	98%	10%	58%	26%	6%	32%		
GENDER									
Female	2010-2011	88%	18%	51%	29%	2%	31%		
	2009-2010	97%	10%	58%	27%	5%	33%		
Male	2010-2011	87%	38%	41%	18%	4%	21%		
	2009-2010	99%	10%	59%	25%	6%	31%		
RACIAL/ETHNIC ORIGIN									
Asian/Pacific Islander	2010-2011								
	2009-2010								
Black/Non-Hispanic	2010-2011	88%	28%	46%	24%	3%	27%		
	2009-2010	98%	10%	59%	25%	5%	30%		
Hispanic	2010-2011								
	2009-2010								
American Indian/Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011								
	2009-2010								
ADDITIONAL SUBGROUPS									
Disabled	2010-2011	80%	73%	24%	3%	0%	3%		
	2009-2010	100%	31%	63%	6%	0%	6%		
Limited English Proficient/Non-English Proficient	2010-2011								
	2009-2010								
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	85%	27%	50%	21%	3%	24%		
	2009-2010	99%	10%	63%	24%	3%	27%		

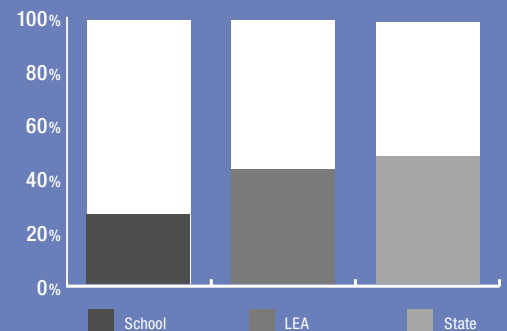
No data are displayed for groups with less than 10 students.

Footnotes

¹ Due to rounding, percentages may not total 100%.

HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the school, LEA, and state.



Since 2006, the annual assessment system for the District of Columbia has been the DC Comprehensive Assessment System (DC CAS), which is given in the spring of each year. The assessments are aligned to the District of Columbia Learning Standards.

ALL GRADES MATHEMATICS - SECONDARY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL ¹				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
ALL STUDENTS	2010-2011	86%	30%	52%	18%	0%	18%		
	2009-2010	99%	25%	51%	22%	2%	24%		
GENDER									
Female	2010-2011	88%	28%	55%	17%	0%	17%		
	2009-2010	100%	23%	55%	21%	1%	23%		
Male	2010-2011	83%	34%	47%	18%	0%	18%		
	2009-2010	99%	28%	47%	22%	3%	25%		
RACIAL/ETHNIC ORIGIN									
Asian/Pacific Islander	2010-2011								
	2009-2010								
Black/Non-Hispanic	2010-2011	86%	30%	51%	18%	0%	18%		
	2009-2010	99%	26%	52%	21%	1%	22%		
Hispanic	2010-2011								
	2009-2010								
American Indian/Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011								
	2009-2010								
ADDITIONAL SUBGROUPS									
Disabled	2010-2011	78%	69%	31%	0%	0%	0%		
	2009-2010	100%	69%	25%	6%	0%	6%		
Limited English Proficient/Non-English Proficient	2010-2011								
	2009-2010								
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	84%	35%	50%	15%	0%	15%		
	2009-2010	100%	26%	48%	25%	1%	26%		

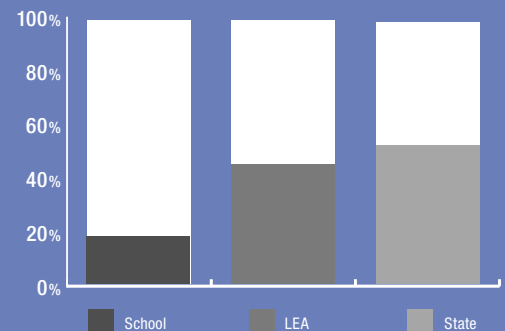
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In addition, students in high school take a Biology science assessment. Results in this content area do not count towards AYP, and depending on the year Biology is taken in high school, that is the grade in which the assessment is also taken.

10TH GRADE READING

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL ¹				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
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ALL STUDENTS	2010-2011	88%	27%	47%	24%	3%	26%		
	2009-2010	98%	10%	58%	26%	6%	32%		
GENDER									
Female	2010-2011	88%	18%	51%	29%	2%	31%		
	2009-2010	97%	10%	58%	27%	5%	33%		
Male	2010-2011	87%	38%	41%	18%	4%	21%		
	2009-2010	99%	10%	59%	25%	6%	31%		
RACIAL/ETHNIC ORIGIN									
Asian/Pacific Islander	2010-2011								
	2009-2010								
Black/Non-Hispanic	2010-2011	88%	28%	46%	24%	3%	27%		
	2009-2010	98%	10%	59%	25%	5%	30%		
Hispanic	2010-2011								
	2009-2010								
American Indian/Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011								
	2009-2010								
ADDITIONAL SUBGROUPS									
Disabled	2010-2011	80%	73%	24%	3%	0%	3%		
	2009-2010	100%	31%	63%	6%	0%	6%		
Limited English Proficient/Non-English Proficient	2010-2011								
	2009-2010								
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	85%	27%	50%	21%	3%	24%		
	2009-2010	99%	10%	63%	24%	3%	27%		

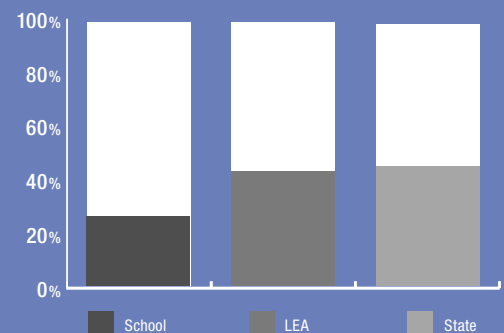
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10TH GRADE MATHEMATICS

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	2009-2010	100%	23%	55%	21%	1%	23%		
Male	2010-2011	83%	34%	47%	18%	0%	18%		
	2009-2010	99%	28%	47%	22%	3%	25%		
RACIAL/ETHNIC ORIGIN									
Asian/Pacific Islander	2010-2011								
	2009-2010								
Black/Non-Hispanic	2010-2011	86%	30%	51%	18%	0%	18%		
	2009-2010	99%	26%	52%	21%	1%	22%		
Hispanic	2010-2011								
	2009-2010								
American Indian/Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011								
	2009-2010								
ADDITIONAL SUBGROUPS									
Disabled	2010-2011	78%	69%	31%	0%	0%	0%		
	2009-2010	100%	69%	25%	6%	0%	6%		
Limited English Proficient/Non-English Proficient	2010-2011								
	2009-2010								
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	84%	35%	50%	15%	0%	15%		
	2009-2010	100%	26%	48%	25%	1%	26%		

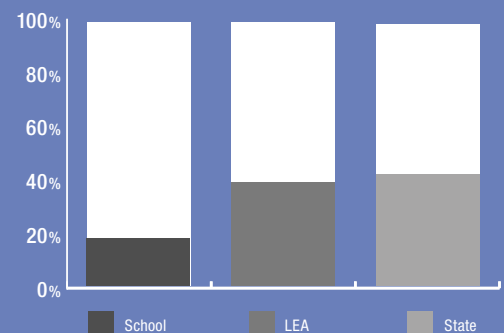
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HIGH SCHOOL BIOLOGY

STUDENT GROUP	SCHOOL YEAR	PERCENT OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED WHO SCORED IN EACH PERFORMANCE LEVEL ¹				PERCENTAGE OF STUDENTS PROFICIENT AND ABOVE		
			BELOW BASIC	BASIC	PROFICIENT	ADVANCED	0%	50%	100%
ALL STUDENTS	2010-2011	41%	50%	29%	21%	0%	21%		
	2009-2010	99%	35%	41%	24%	0%	24%		
GENDER									
Female	2010-2011	42%	48%	31%	21%	0%	21%		
	2009-2010	100%	38%	40%	22%	0%	22%		
Male	2010-2011	40%	51%	27%	22%	0%	22%		
	2009-2010	98%	33%	42%	25%	0%	25%		
RACIAL/ETHNIC ORIGIN									
Asian/Pacific Islander	2010-2011								
	2009-2010								
Black/Non-Hispanic	2010-2011	40%	51%	30%	20%	0%	20%		
	2009-2010	99%	35%	42%	23%	0%	23%		
Hispanic	2010-2011								
	2009-2010								
American Indian/Alaskan Native	2010-2011								
	2009-2010								
White	2010-2011								
	2009-2010								
ADDITIONAL SUBGROUPS									
Disabled	2010-2011	41%	68%	30%	3%	0%	3%		
	2009-2010	100%	53%	37%	11%	0%	11%		
Limited English Proficient/Non-English Proficient	2010-2011								
	2009-2010								
Migrant	2010-2011								
	2009-2010								
Economically Disadvantaged	2010-2011	42%	50%	29%	22%	0%	22%		
	2009-2010	100%	40%	41%	19%	0%	19%		

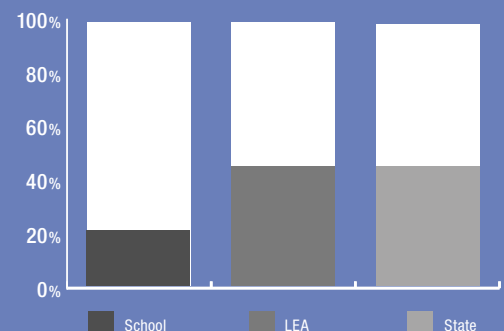
No data are displayed for groups with less than 10 students.

Footnotes

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HOW DOES THIS GRADE COMPARE?

This chart shows the percentage of students proficient and above in this grade/subject across the school, LEA, and state.



Federal law requires all public elementary and secondary school students to be taught by teachers who are certified as being “highly qualified,” otherwise known as HQT – Highly Qualified Teacher. This means teachers in the core academic areas (defined as: English, reading/language arts, math, science, foreign languages, civics/government/economics, arts, history and geography) must hold a bachelor’s degree, have full state certification and demonstrate subject-matter competency.

CORE CLASSES TAUGHT – STATE/LEA/SCHOOL COMPARISON	TOTAL NUMBER OF CLASSES			PERCENTAGE OF CLASSES TAUGHT/ NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS	
		Taught by a HQT	Not Taught by a HQT	0%	50%
The District of Columbia	10,837	9,043	1,794	83%	
District of Columbia Public Schools (DCPS)	6,666	5,071	1,595	76%	
Dunbar HS	213	134	79	63%	

TEACHER LICENSURE AND CERTIFICATIONS HELD⁷

DUNBAR HS	PERCENTAGE OF TEACHERS
	0% 50% 100%
Teachers who possess a valid DC teaching license	84%
Teachers who do not possess a valid DC teaching license ⁷	16%

Footnotes

⁷ OSSE defines the data provided for teachers who do not possess a valid teaching license as including teachers holding emergency certification, those with expired licenses, and those with no license at all.

If you are looking for additional information on public schools in the District of Columbia, please consider these online resources:

- Office of the State Superintendent of Education:
www.osse.dc.gov
- GreatSchools:
www.greatschools.org/dc
- District of Columbia Public Schools:
www.dcps.dc.gov
- District of Columbia Public Charter School Board:
www.dcpubliccharter.com
- District of Columbia Public Charter School Directory:
www.dcpubliccharter.com/data/files/DC_Public_Charter_School_Listing.pdf
- District of Columbia Comprehensive Assessment System (DC CAS) results:
www.nclb.osse.dc.gov
- FOCUS (Friends of Choice in Urban Schools) School Quality Database:
www.focusdc.org/data-center

In addition, paper copies of state, LEA, and school report cards are available for viewing in select locations of the D.C. Public Library. For branch locations, please visit www.dclibrary.org.