



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



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Phone: (202) 939-3610 | Fax: (202) 671-2101  
Principal: Rinaldo Murray (interim) | [rinaldo.murray@dc.gov](mailto:rinaldo.murray@dc.gov)  
Web Site: [washingtonmetropolitanhs.org](http://washingtonmetropolitanhs.org)  
School Hours: 8:00 a.m. – 5:00 p.m.

The vision of the 2015-2016 school year is to ensure that students are prepared with the academic skills and executive functions to be productive change agents in their community.

### PROGRAMS (2015-16)



#### ACADEMIC ENRICHMENT

- Accelerated Courses
- Advisory Program
- Dual Enrollment Courses
- Tutors (Howard University School of Education)
- SAT Preparatory Courses
- Freshman Transition Courses



#### WELLNESS AND FITNESS

- DC Met Athletics Department
- Female Empowerment Seminars
- Male Empowerment Seminars
- Jewels (Female Empowerment Group)
- Howard University School of Education
- Freshman Leadership Academy (Howard University)
- Women of Excellence (Howard University)
- Men of Strength Club
- Martha's Table (Poetry/Music Club)
- Mindset Works



#### ARTS AND CULTURE

- Critical Exposure
- French and Spanish Honor Societies
- Photography Club
- Student Government
- Clubs and Organizations

### ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

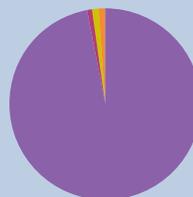
Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year on meeting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

- Reward
- Rising
- Developing
- Focus
- Priority

### STUDENT DEMOGRAPHICS (2014-15)

Enrollment: **244**

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



English language learners: 1%	In boundary: N/A
Free and reduced-price lunch: 99%	Average core class size: 11
Special education: 18%	

# Washington Metropolitan 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 <b>math</b> performance	<b>2014-15</b>	N/A	N/A	N/A	N/A	N/A		<p>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.</p>
	District Average	24%	31%	24%	18%	3%		
Student <b>reading</b> performance	<b>2014-15</b>	N/A	N/A	N/A	N/A	N/A		
	District Average	32%	23%	20%	20%	5%		
Graduation rate*	<b>2014-15</b>	38%						<p>The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.</p>
	<b>2013-14</b>	38%						
District Average	64%							



## 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>	31%				<p>The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade and are on track for graduation.</p>
	<b>2013-14</b>	46%				
District Average	78%					

\*Students enrolled at this school are typically overage and undercredited and have not been successful in traditional high school settings. The program is designed to accelerate their course of study and get them on track to graduate.

# Washington Metropolitan 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	<b>2014-15</b> 47% <b>2013-14</b> 52% District Average 78%			The average percent of students attending school daily.
Truancy rate	<b>2014-15</b> 70% <b>2013-14</b> 63% District Average 45%			The percentage of students considered truant (10 or more unexcused absences while compulsory school-aged).
Out-of-school suspensions	<b>2014-15</b> 23% <b>2013-14</b> 37% District Average 15%			The percentage of students included in the enrollment audit who received at least one out-of-school suspension.
Long-term suspensions	<b>2014-15</b> 0% <b>2013-14</b> 1% District Average 1%			The percentage of students included in the enrollment audit who received at least one long-term suspension (11+ days).
Student safety	<b>2014-15</b> 69% <b>2013-14</b> 50% 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	<b>2014-15</b> 59% <b>2013-14</b> 45% 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	<b>2014-15</b> 51% <b>2013-14</b> 60% 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	<b>2014-15</b> 50% <b>2013-14</b> 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.

## Washington Metropolitan 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
- School tours

### Community Partnerships:

- Howard University
- Howard University School of Education
- Freshman Leadership Academy
- Tau Beta Pi Engineering Society
- Smithsonian Institute
- Women of Excellence
- Jewels Inc
- Howard Society of Women Engineers

### GETTING TO SCHOOL

 G2, 70, 79, 80



## 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)