



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



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Principal: Carlos Perkins | carlos.perkins@dc.gov
Web Site: www.dcps.dc.gov/DCPS/washingtonmetro
School Hours: 8:00 a.m. - 5:00 p.m.

The Washington Metropolitan High School believes that every student can succeed academically while developing socially and emotionally to become a confident and productive member of society. We offer diverse and innovative educational options that combine rigorous academic instruction with meaningful youth development to prepare students to succeed in post-secondary opportunities and actively engage in their communities.

PROGRAMS (2012-13)



ACADEMIC ENRICHMENT

- Advanced Placement Courses
- Accelerated Courses
- Advisory Program
- Honors Courses
- Dual Enrollment Courses
- National Honors Society
- SAT Preparatory Courses
- Project M.E.T. (Meeting Expectations Together)



WELLNESS AND FITNESS

- Let's Move! Campaign
- Eat Well Cooking Seminars
- DC Met Thunder-Athletics Department
- Female Empowerment Seminars
- Male Empowerment Seminars
- Charmed (Female Empowerment Group)
- M.E.N. (Male Empowered Network)
- Men of Strength Club
- SPARKS Group



ARTS AND CULTURE

- Environmental Club
- Critical Exposure
- French and Spanish Honors Societies
- Poetry Beats Silence
- Photography Club
- Student Government Association
- Student Advocates for Social Justice

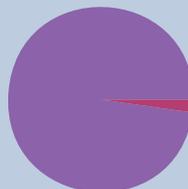
ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

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: **253**

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



- English language learners: 3%
- Free and reduced-price lunch: 84%
- Special education: 17%
- In boundary: N/A
- Average core class size: 16

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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	35%	57%	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	48%	44%	
Student reading performance	2011	27%	54%	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%	60%	
Graduation rate*	2011	N/A		The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.
2012		34%		
5-year graduation rate	2011	N/A		The percentage of students who enrolled in 9th grade for the first time five years ago and graduated with a standard diploma.
2012	N/A			
Individualized Graduation Plan completion	2011		65%	The percentage of students who are on track to graduate based on their course plans.
2012			97%	
College enrollment	2010	N/A		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	N/A			



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		44%	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			56%	
Student growth in math	2011		24%	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			28%	
Student growth in reading	2011		31%	
2012			37%	
Credit accumulation	2011		69%	The percentage of students who have completed seven or more credits over the course of an academic year.
2012			59%	

*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	2011			The average percentage of students attending school daily.
	2012			
Truant student attendance	2011			The average daily attendance of students with 15 or more unexcused absences after their 15th unexcused absence.
	2012			
School safety	2009			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.
	2011			
Expulsions and suspensions	2011			The percentage of students who were expelled or suspended long term (11 or more days).
	2012			
Serious student misbehavior	2011			The number of expulsions and long-term suspensions for the most serious student misbehavior at this school per 100 students.
	2012			
Student re-enrollment	2011			The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
	2012			
Student engagement	2009			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.
	2011			
Retention of effective and highly effective teachers	2011	N/A		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.
	2012			



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	N/A		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.
	2011			
Parent engagement	2009	N/A		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.
	2011	N/A		
Survey response rate	2009			Percentage of parent surveys returned.
	2011			



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?
Foreign language enrollment	2011			The percentage of students enrolled in one or more foreign language courses.
	2012			
Advanced Placement enrollment	2011			The percentage of students in grades 11 and 12 enrolled in one or more Advanced Placement (AP) courses.
	2012			

Washington Metropolitan High School

Facilities:

Art room	
Auditorium	
Computer lab	
Gym	<input type="radio"/>
Media center	
Music room	
Outdoor recreation space	
Science lab	

Other:

Parent organization	
School uniform	
Title I	

Community Partnerships:

Howard University
Public Media Corp
Roadrip Nation
Princeton Center for Leadership Training
Young Education Professionals
National Public Radio
Smithsonian Institution

Career Pathways:

N/A

GETTING TO SCHOOL

 80 (North Capitol Street Line), G2 (P Street-LeDroit Park Line)

 Yellow/Green: Shaw-Howard University

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.