DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2012–13 SCHOOL SCORECARD

School Without Walls High School

WARD
2

GRADES
9th-12th

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

2130 G St. NW Washington, DC 20037
Phone: (202) 645-9690 | **Fax:** (202) 724-8536
Principal: Richard Trogisch | richard.trogisch@dc.gov
Web Site: www.swwhs.org
School Hours: 8:45 a.m. – 3:15 p.m.

School Without Walls (SWW) is a public magnet high school accredited by the Middle States Association of Colleges and Schools. SWW is a top performing school, ranked among the best 100 public high schools nationally, and was recognized by the U.S. Department of Education as a Blue Ribbon School in 2010. Students must apply and be accepted for admission. In order to graduate, all students must complete a minimum of 100 hours of community service, an internship, and a senior project that entails a hands-on research project incorporating an oral presentation and the creation of a tangible product. SWW is located on the George Washington University (GWU) campus, and through a partnership between the schools, SWW students can apply to take courses at GWU for free. SWW provides a quality student-centered environment that maximizes integrative, interactive, experiential learning within the framework of a humanities approach. This program is achieved by using the city and the world as a classroom. The school is a model of collaboration among students, staff, families, business partners, and the community.

PROGRAMS (2012–13)

ACADEMIC ENRICHMENT

- 20 Advanced Placement Courses
- National Honors Society
- Student Government Association
- GWU Student Mentor/Tutors
- International Exchange Programs
- Robotics Club
- Model UN
- Debate Team
- It's Academic
- Ocean Science Quiz Bowl

WELLNESS AND FITNESS

- 15 Varsity Sports Teams
- Crew
- Ultimate Frisbee
- Cheerleading
- Contemporary and Hip-hop Dance Teams
- Cycling Club
- Gay Straight Alliance
- Community Service Club
- Men of Strength Club
- Sister Action Sister Strength

ARTS AND CULTURE

- Concert and Show Choirs
- Orchestra, Jazz, and Stage Bands
- Drama Club
- Japanese Culture Club
- Global Issues Network
- Green Team
- Creative Expressions
- Current Events Club
- Video Production
- Street Law - Mock Trial

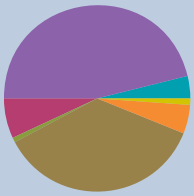
ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

Reward — Reward schools have the highest levels of student performance and growth as demonstrated by an overall index score at or above 80 or growth in overall index score that falls in the top 5% of all schools in DC.

STUDENT DEMOGRAPHICS (2011–12)

Enrollment: **527**

- Black: 47%
- Hispanic/Latino: 7%
- White: 36%
- Asian: 4%
- Pacific/Hawaiian: 1%
- Native/Alaskan: 1%
- Multiple races: 5%



English language learners: 0%
Free and reduced-price lunch: 23%
Special education: 1%
In boundary: 0%
Average core class size: 19

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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: 2% Below Basic, 60% Basic, 38% Proficient; 2012: 2% Below Basic, 40% Basic, 58% Proficient; District Average: 20% Below Basic, 34% Basic, 33% Proficient, 13% Advanced	The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
Student **reading** performance	2011: 1% Below Basic, 31% Basic, 68% Proficient; 2012: 2% Below Basic, 31% Basic, 67% Proficient; District Average: 19% Below Basic, 37% Basic, 34% Proficient, 10% Advanced	
Graduation rate	2011: 93%; 2012: 92%; District Average: 56%	The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.
5-year graduation rate	2011: 93%; 2012: N/A; District Average: 61%	The percentage of students who enrolled in 9th grade for the first time five years ago and graduated with a standard diploma.
College enrollment	2010: 88%; 2011: 67%; District Average: 38%	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.
Advanced Placement performance	2011: 49%; 2012: 63%; District Average: 29%	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.

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: 97%; 2012: 88%; District Average: 62%	The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade and are on track for graduation.
Student growth in **math**	2011: 53%; 2012: 58%; District Average: 46%	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.
Student growth in **reading**	2011: 69%; 2012: 64%; District Average: 47%	

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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: 94% 2012: 95% District Average: 90%	The average percentage of students attending school daily.
School safety	2009: 81 2011: 81 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: 0% 2012: 0% District Average: 1%	The percentage of students who were expelled or suspended long term (11 or more days).
Serious student misbehavior	2011: 0 2012: 0 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: 93% 2012: 95% 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: 81 2011: 81 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: 100% 2012: 97% 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: 85 2011: 84 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: 78 2011: 78 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: 2011: 36% 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?
Students passing all courses	2011: 89% 2012: 81%	The percentage of students with grades of D or better in all courses.
Advanced Placement enrollment	2011: 61% 2012: 85%	The percentage of students in grades 11 and 12 enrolled in one or more Advanced Placement (AP) courses.

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Facilities:

- Art room ✓
- Auditorium
- Computer lab ✓
- Gym ✓
- Media center ✓
- Music room ✓
- Outdoor recreation space
- Science lab ✓

Other:

- Parent organization ✓
- School uniform
- Title I

Community Partnerships:

- Fried, Frank, Harris, Shriver & Jacobson
- Home School Association
- AFS
- Women's National Democratic Club
- Busboys and Poets Restaurant
- The Washington Post
- PEPCO
- US Securities and Exchange Commission
- George Washington University

Career Pathways:

N/A

GETTING TO SCHOOL

31 (Wisconsin Avenue Line), 32, 36 (Pennsylvania Avenue Line), 37 (Wisconsin Avenue Limited Line), 39 (Pennsylvania Avenue Limited Line), 80 (North Capitol Street Line), H1 (Brookland-Potomac Park Line), L1 (Connecticut Ave Line), N3 (Massachusetts Ave Line)

Blue/Orange Line: Foggy Bottom/GWU 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.**