

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



540 55th St. NE Washington, DC 20019

Phone: (202) 939-2030 | Fax: (202) 645-4193

Principal: Darrin Slade | [darrin.slade@dc.gov](mailto:darrin.slade@dc.gov)

Web Site: [profiles.dcps.dc.gov/H.D.+Woodson+High+School](http://profiles.dcps.dc.gov/H.D.+Woodson+High+School)

School Hours: 8:45 a.m. – 3:15 p.m.

H.D. Woodson Senior High School is committed to providing a standards-driven curriculum in which all students achieve at high levels. Woodson has a strong academic legacy and a history of impressive athletic achievement. In addition to offering a variety of extracurricular activities, including National Honor Society, NJROTC Drill Team, and Future Business Leaders of America, the school is also continuously increasing its blended STEM Academy, AP, and accelerated course offerings.

### PROGRAMS (2015–16)



#### ACADEMIC ENRICHMENT

- Advanced Placement (AP) Courses
- SAT preparation
- Read 180
- National Honor Society
- Science, Engineering, Technology, Mathematics
- Dual Enrollment
- STEM Academy



#### WELLNESS AND FITNESS

- Men of Strength Club
- Wii Fitness



#### ARTS AND CULTURE

- Modeling Club
- ACE Mentoring
- Art Club

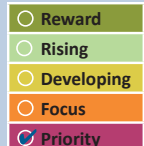


#### SPECIAL EDUCATION

- Behavior & Education Support
- Independence & Learning Support

### ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

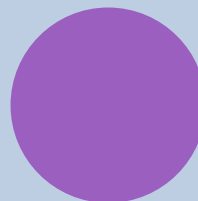
Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year on meeting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



### STUDENT DEMOGRAPHICS (2014–15)

Enrollment: **639**

- Black: 100%
- Hispanic/Latino: 0%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



- English language learners: 1%
- Free and reduced-price lunch: 99%
- Special education: 28%
- In boundary: 68%
- Average core class size: 13



## 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>			<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			
Student <b>reading</b> performance	<b>2014-15</b>			
	District Average			
Graduation rate	<b>2014-15</b>			<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>			
Advanced Placement performance	<b>2014-15</b>			<p>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.</p>
	<b>2013-14</b>			
	District Average			



## STUDENT PROGRESS


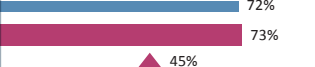






Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.

		0	100	WHAT DOES THIS MEAN?
First-time 9th grade completion	<b>2014-15</b>			<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>			
	District Average			



## 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	2014-15: 69% 2013-14: 65% District Average: 78%			The average percent of students attending school daily.
Truancy rate	2014-15: 72% 2013-14: 73% District Average: 45%			The percentage of students considered truant (10 or more unexcused absences while compulsory school-aged).
Out-of-school suspensions	2014-15: 24% 2013-14: 34% District Average: 15%			The percentage of students included in the enrollment audit who received at least one out-of-school suspension.
Long-term suspensions	2014-15: 1% 2013-14: 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	2014-15: 62% 2013-14: 67% 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	2014-15: 84% 2013-14: 84% 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	2014-15: 83% 2013-14: 77% 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	2014-15: 92% 2013-14: 89% 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.

## H.D. Woodson 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

### Feeder School(s):

Kelly Miller MS


### Community Partnerships:

- Blue Skye Construction
- ASRC Research & Technology Solutions
- United Planning Organization
- UDC Community College
- Nspiregreen
- Coakley & Williams Construction Inc
- Hillside Work - Scholarship Connection

### Career Academies/ CTE Programs:

- Renewable Energy
- Computer Science
- Business Administration

### GETTING TO SCHOOL

 U8, X9, W4, 96, 97



## 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)