



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.

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



1819 35th St. NW Washington, DC 20007
Phone: (202) 729-4350 | Fax: (202) 576-9443
Principal: Patricia Pride | patricia.pride@dc.gov
Web Site: www.hardyms.org
School Hours: 8:45 a.m. – 3:15 p.m.

Hardy Middle School is a comprehensive 6th through 8th grade school offering students and their families a dynamic educational environment, to include strong core academic curriculum with a focus on differentiation and the School Enrichment Model. We offer students advanced study opportunities in the classroom, selected team-taught extension modules, and semester electives. Students and teachers benefit from Pre-AP (Advanced Placement courses, College Board) support in connection with Wilson High School. Hardy Middle School shines its brightest, however, with a music and art program that is unparalleled at the middle school level throughout the Washington, DC metro region. Hardy Hawks show their spirit to fly above others with a focus on advancing their academic skills and their enthusiasm for music and the arts.

PROGRAMS (2015–16)



ACADEMIC ENRICHMENT

- School Enrichment Model (SEM)
- Pre-AP (College Board)
- First in Math
- Renzulli Learning
- STEM Fair
- GeoPlunge
- Rocketry Club
- After School Enrichment Clubs/Tutoring



WELLNESS AND FITNESS

- Physical Education and Health
- Ski Team Trips
- Football
- Volleyball
- Cross Country
- Indoor/Outdoor Track & Field
- Basketball (Boys and Girls)
- Developmental Golf, Tennis
- Soccer
- Baseball/Softball



ARTS AND CULTURE

- World Languages: Spanish & Italian
- Visual and Digital Arts
- Jazz Band
- Concert Band



SPECIAL EDUCATION

- Communication & Education Support
- Independence & Learning Support
- Sensory Support – Hearing

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

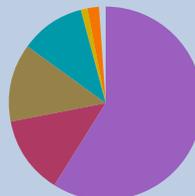
Rising schools need support to continue growth. They have an overall index score above 44 but less than 80 and are not identified as Priority or Focus schools by any other criteria.



STUDENT DEMOGRAPHICS (2014–15)

Enrollment: **386**

- Black: 59%
- Hispanic/Latino: 13%
- White: 13%
- Asian: 11%
- Pacific/Hawaiian: 1%
- Native/Alaskan: 0%
- Multiple races: 2%



- English language learners: 5%
- Free and reduced-price lunch: 52%
- Special education: 15%
- In boundary: 15%
- Average core class size: 15

Hardy Middle 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.

WHAT DOES THIS MEAN?

		0					100
Student math performance	2014–15	17%	28%	33%	21%	1%	
	District Average	24%	31%	24%	18%	3%	
Student reading performance	2014–15	21%	28%	27%	21%	3%	
	District Average	32%	23%	20%	20%	5%	

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.



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: 95% 2013-14: 97% District Average: 93% ▲			The average percent of students attending school daily.
Truancy rate	2014-15: 1% 2013-14: 2% District Average: 11% ▲			The percentage of students considered truant (10 or more unexcused absences while compulsory school-aged).
Out-of-school suspensions	2014-15: 10% 2013-14: 22% District Average: 21% ▲			The percentage of students included in the enrollment audit who received at least one out-of-school suspension.
Long-term suspensions	2014-15: 0% 2013-14: 0% District Average: 2% ▲			The percentage of students included in the enrollment audit who received at least one long-term suspension (11+ days).
Student safety	2014-15: 66% 2013-14: 63% District Average: 59% ▲			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: 75% District Average: 72% ▲			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: 88% 2013-14: 85% District Average: 83% ▲			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: 84% 2013-14: 86% 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.

Hardy Middle School

Facilities:

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

Other:

After school care	<input checked="" type="checkbox"/>
Before school care	<input checked="" type="checkbox"/>
School uniform	<input checked="" type="checkbox"/>
Title I	<input checked="" type="checkbox"/>

Family and Community Engagement:

Local school advisory team	<input checked="" type="checkbox"/>
Active parent organization	<input checked="" type="checkbox"/>
Home visit trained teachers	<input type="checkbox"/>
School tours	<input type="checkbox"/>

Destination School(s):

Woodrow Wilson HS

Community Partnerships:

NOAA Center for Atmospheric Science
Robotics Education Foundation
Georgetown University Tutors
Georgetown University Dept of Neuroscience

GETTING TO SCHOOL



D1, D2, D3, D6, DC Circulator, 31, 32, 36



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 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. 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

Facebook: [FB.com/dcpublicschools](https://www.facebook.com/dcpublicschools)

Twitter: [@dcpublicschools](https://twitter.com/dcpublicschools)

Instagram: [dcpublicschools](https://www.instagram.com/dcpublicschools)