



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



425 Chesapeake St. SE Washington, DC 20032

Phone: (202) 645-3450 | Fax: (202) 645-7098

Principal: Sundai Riggins | sundai.riggins@dc.gov

Web Site: profiles.dcps.dc.gov/Hendley+Elementary+School

School Hours: 8:45 a.m. – 3:15 p.m.

At Hendley Elementary School, our goal is to help all of our students learn to think analytically and become independent, well-rounded individuals. We currently serve students in preschool through 5th grade. All of our students take music, art, physical education, and library classes as well as their core academic courses. When asked, our students say that one of the things they like best about Hendley are the field trips they take to supplement what they learn in the classroom. For students as well as staff and parents, our school is a warm, welcoming place to be.

PROGRAMS (2015-16)



ACADEMIC ENRICHMENT

- Hendley Garden
- Monday Math Club
- The Literacy Lab
- Junior Great Books
- Three-Year-Old & Four-Year-Old Programs
- Advanced Reading Module Program
- Academic Power Hour
- GeoPlunge
- Principal Reading Book Club
- Saturday Enrichment Program



WELLNESS AND FITNESS

- Play Works
- Physical Education
- Volleyball Team
- Track Team
- Basketball Team
- BOKS (Before Care physical fitness program)



ARTS AND CULTURE

- Art Club
- Mentoring
- Girl Scouts
- Hendley Choir
- Embassy Adoption Program
- Green Team (Recycle Program)
- Morning Tea
- The Good News Club
- Chess Challenge
- Hendley Hornets Dance Team

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: **503**

- Black: 99%
- Hispanic/Latino: 1%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



- English language learners: 0%
- Free and reduced-price lunch: 99%
- Special education: 13%
- In boundary: 90%
- Average core class size: 22

Hendley Elementary 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 math performance | 2014-15 | | 52% | 34% | 13% | 2% | 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. | |
| | District Average | | 24% | 31% | 24% | 18% | | 3% |
| | | | Level 1 | Level 2 | Level 3 | Level 4 | | Level 5 |
| | | | 68% | 25% | 5% | 2% | | |
| Student reading performance | 2014-15 | | 32% | 23% | 20% | 20% | 5% | |
| | District Average | | 32% | 23% | 20% | 20% | 5% | |
| | | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |



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: 92% 2013-14: 95% District Average: 95% ▲ | | | The average percent of students attending school daily. |
| Truancy rate | 2014-15: 17% 2013-14: 15% District Average: 10% ▲ | | | The percentage of students considered truant (10 or more unexcused absences while compulsory school-aged). |
| Out-of-school suspensions | 2014-15: 18% 2013-14: 27% District Average: 5% ▲ | | | 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: 0% ▲ | | | The percentage of students included in the enrollment audit who received at least one long-term suspension (11+ days). |
| Student safety | 2014-15: 44% 2013-14: 37% District Average: 70% ▲ | | | 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: 76% 2013-14: 71% District Average: 88% ▲ | | | 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: 74% 2013-14: 94% 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: 74% 2013-14: 100% 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. |

Hendley Elementary 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 type="checkbox"/> |

Other:

| | |
|--------------------|-------------------------------------|
| After school care | <input checked="" type="checkbox"/> |
| Before school care | <input 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):

Hart MS

Community Partnerships:

Play Works
Character Counts
Washington Youth Garden
Junior Cadets
DC Greens
The Literacy Lab
Martha's Table Meals for Minds
Target
Giant

GETTING TO SCHOOL

 A46, A48, A6, A8, M8, M9, A9, A2, A42, A7, D12, D13, D14, W15



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)