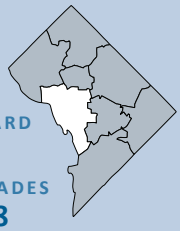
DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2011–12 SCHOOL SCORECARD

Hardy Middle School



WARD
2
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6-8

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

1819 35th St. NW, Washington, DC 20007
Phone: (202) 729-4350 | **Fax:** (202) 673-8123
Principal: Mary Stefanus | mary.stefanus@dc.gov
Web Site: www.dcps.dc.gov/DCPS/hardy
School Hours: 8:45 a.m. – 3:15 p.m.

At Hardy Middle School, our faculty, staff, students and families collaborate to meet the needs and develop the strengths, talents and interests of each individual learner. We realize our vision by (1) providing all students access to rigorous courses and an instructional program that is responsive to their individual needs; (2) incorporating music and the arts as part of our commitment to the social, emotional and academic development of students; and (3) using multiple data sources to make sound decisions.

PROGRAMS (2011–12)

ACADEMIC ENRICHMENT
- OST Academic Power Hour

WELLNESS AND FITNESS
- Physical Education
- Health Courses
- Competitive Sports Teams

ARTS AND CULTURE
- World Languages: French & Spanish
- Visual Arts
- Instrumental Music
- Performing Bands

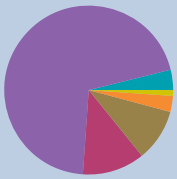
SCHOOL IMPROVEMENT STATUS

In Need of Improvement Year 2 — This school has failed to make AYP for three years. The school must implement its School Improvement Plan and offer students Supplemental Education Services. The school must continue to offer Public School Choice.

STUDENT DEMOGRAPHICS (2010–11)

Enrollment: **521**

- Black: 70%
- Hispanic/Latino: 12%
- White: 10%
- Asian: 4%
- Pacific/Hawaiian: 1%
- Native/Alaskan: 0%
- Multiple races: 3%



English language learners: 12%
Free and reduced-price lunch: 45%
Special education: 8%
In-boundary: 9%

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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?
Meeting or exceeding **math** standards	2010: 67% 2011: 68% District Average: 46%	The percentage of students meeting or exceeding state standards by earning scores of Proficient or Advanced on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
Meeting or exceeding **reading** standards	2010: 75% 2011: 66% District Average: 44%	
Exceeding **math** standards	2010: 16% 2011: 16% District Average: 12%	The percentage of students performing at the highest level, Advanced, on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
Exceeding **reading** standards	2010: 18% 2011: 16% District Average: 13%	
Median **math** performance level	2010 2011 District Average Below Basic / Basic / Proficient / Advanced	The median student's performance on the continuum of Advanced, Proficient, Basic and Below Basic performance levels on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt). This performance level is for the median (or middle) student, meaning that among other students in the school, half score above and half score below this point. If the median is at the high end of Basic, for example, the school is closer to having all students meeting standards (Proficient) than if the median is at the low end of Basic.
Median **reading** performance level	2010 2011 District Average Below Basic / Basic / Proficient / Advanced	
Student engagement	2009: 86 2011: 84 District Average: 82	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	2010: N/A 2011: 93% District Average: 83%	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.

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?
Student growth in **math**	2010: 46% 2011: 40% District Average: 44%	The median student's growth on the District of Columbia's Comprehensive Assessment System (DC CAS). This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement. 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**	2010: 53% 2011: 46% District Average: 44%	

Hardy Middle School

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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 attendance	2010: 100% 2011: 100% District Average: 94%	The average percentage of students attending school daily.
School safety	2009: 82 2011: 54 District Average: 69	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	2010: 0% 2011: 0% District Average: 5%	The percentage of students who were expelled or suspended for 11 days or more.
Student re-enrollment	2010: 84% 2011: 89% District Average: 85%	The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.

FAMILY AND COMMUNITY ENGAGEMENT AND SATISFACTION

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: 83 2011: 57 District Average: 71	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: N/A 2011: 64 District Average: 80	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.

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	2010: 55% 2011: 61%	The percentage of students enrolled in one or more foreign language courses.
Grade 8 Algebra performance	2010: 68% 2011: 87%	The percentage of students in Algebra 1 earning a grade of C or higher.

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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 ✓

Feeder School(s):

- Eaton Elementary School
- Hyde-Addison Elementary School
- Mann Elementary School
- Stoddert Elementary School
- Key Elementary School

Destination School(s):

- Wilson High School

Community Partnerships:

- Black Women in Sports
- Georgetown University
- Pigskin Club
- Safeway
- Starbucks
- YouthVisions
- American University

GETTING TO SCHOOL

31 (Wisconsin Avenue Line)
32, 36 (Pennsylvania Avenue Line)
34 (Naylor Road Line)
D1 (Sibley Hospital-Stadium/Armory Line)
D2 (Glover Park-Dupont Circle Line)

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 Oct. 17, 2011; Feb. 6, 2012; and May 14, 2012.

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.**