2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   ☐ Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary	☐ MIddle	☐ High	☐ K-12
☐ Charter	☐ Title I	☐ Magnet	☐ Choice

Name of Principal   Mr. David Lee Landeryou
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   F. S. Key Elementary
(As it should appear in the official records)

School Mailing Address   5001 DAna Pl NW
(If address is P.O. Box, also include street address.)

Washington, D.C.   District of Columbia   20016-3467
City   State   Zip Code+4(9 digits total)

County   District of Columbia   State School Code Number* 277

Telephone (202) 282-3800   Fax   (202) 282-0188

Web site/URL www.keydc.org   E-mail   david.landeryou@dc.gov

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Ms. Michelle Rhee
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   District of Columbia Public Schools   Tel. (202) 727-1000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Robert Bobb
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1.   Number of schools in the district:

101	Elementary schools
10	Middle schools
9	Junior High Schools
17	High schools
	Other
137	TOTAL

2.   District Per Pupil Expenditure: 8332

   Average State Per Pupil Expenditure: 1300

SCHOOL   (To be completed by all schools)

3.   Category that best describes the area where the school is located:

   [X]   Urban or large central city
   [   ]   Suburban school with characteristics typical of an urban are
   [   ]   Suburban
   [   ]   Small city or town in a rural area
   [   ]   Rural

4.   ____7____   Number of years the principal has been in her/his position at this school.

   _____   If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	14	25	39		7			0
K	24	26	50		8			0
1	24	28	52		9			0
2	26	26	52		10			0
3	27	25	52		11			0
4	24	21	45		12			0
5	13	10	23		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								313

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
12	% Asian or Pacific Islander
11	% Black or African American
7	% Hispanic or Latino
70	% White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year   2   %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	4
(2)	Number of students who transferred from the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	313
(5)	Total transferred students in row (3) divided by total students in row	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 19   %

     60   Total Number Limited English Proficient

Number of languages represented: 21

Specify languages:

Cebuano	French
Saho	Italian
Spanish	Croatian
Tagalog	Chinese
Polish	German
Visaya	Amharic
Latvian	Romanian
Arabic	Urdu
African Dialect	Farsi
Dutch	Russian
Twi	

9. Students eligible for free/reduced-priced meals: 5   %

Total number students who qualify: 17

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _____13_____ %

_____41_____ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impairment
0	Deaf-Blindness	8	Specific Learning Disability
0	Emotional Disturbance	20	Speech or Language Impairment
10	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	16	0
Special resource teachers/specialists	7	9
Paraprofessionals	9	0
Support Staff	7	0
Total number	40	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   _____14_____ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	95	%	96	%	96	%	96	%	96	%
Daily teacher attendance	96	%	95	%	96	%	0	%	0	%
Teacher turnover rate	17	%	19	%	16	%	0	%	0	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Since 1928 Key School has taught children from Palisades and across Washington, D.C. The school is widely known for its academic excellence, diverse student body, dedicated and innovative teachers, and committed parents. Extensive capital improvement of Key Elementary was completed in the fall of 2003. The renovated and expanded school currently enrolls 314 students and will increase next year to over 330. Facilities include bright, spacious classrooms, a modern, fully automated library with more than 6,500 volumes that support curriculum and student interest, state-of-the-art computer and science labs, a gymnasium, combined cafeteria and auditorium and an artificial grass athletic field.

In addition to offering outstanding instruction in fundamental academic skills, Key Elementary offers every student exceptional programs in math, reading, science, computer literacy, music, arts (both at Key and Fillmore Arts center) and physical education. Key's instructional staff includes one full-time English As a Second Language Instructor and a half time Reading Resource teacher. Additionally, Key has two full time Special Education teachers. An Afterschool program offers classes in Spanish, drama, computer and sports.

Almost 20% of Key School's students are children from other countries and the school has a World Family Committee to assist them. The highlight of the committee's work is Passport Tuesday, a monthly program designed to encourage international parents to be a part of the school community by teaching students about their country.

Students receive instruction twice a week with an inquiry based, hands-on approach to exploring science. Key has an integrated approach to Science. The Outdoor Classroom is an exciting new project, which will focus on the development of the Key School grounds as focal point of the learning community.

Key School has several partnerships with community members. We partner with New Endeavors by Women every year for our Homeless Walk. We have a thriving partnership with American University. Currently, there are six student teachers from American University benefitting from their experience at Key. We have student interns from the Lab School and the Field School. We have taken part in the Embassy Adoption Program the last three years enjoying the opportunity to learn and share in another culture.

Francis Scott Key Elementary School is a District of Columbia Public School that is widely known for its diverse student body, energetic and innovative teachers and engaged, highly supportive parents.

Our mission is to develop knowledgeable, well-rounded, self- respecting children who are excited about learning and ready to become contributing citizens of the District of Columbia and the world.

Key School has set four main goals to help us achieve our mission:

1. Educate each student to master critical learning skills.
2. Encourage each student to discover his or her own uniqueness while cultivating an appreciation of others.
3. Create a healthy physical environment that promotes each student's education and development.
4. Provide the leadership, planning and resources necessary to achieve our mission.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

F.S.Key Elementary's assessment results indicate a high performing school. As a result of our scores, we have have qualified for and received federal funding awarded to high-achieving schools. Over the last five years Key has scored at least 80% or higher as a school on the statewide assessments.

Our enrollment has nearly doubled in the last six years. This year, we will test over 100 students for the first time.   As a small school, we have not had enough students to measure the growth of a specific subgroups. The groups with enough numbers to constitute a subgroup also represent the majority of the overall school population.

We participate in the state assessment of the District of Columbia. The District of Columbia Public Schools follows a standards based curriculum. Two years ago the District adopted a criterion referenced assessment to evaluate students and overall schools ability to instruct the identified standards. The District of Columbia Comprehensive Assessment System (DC CAS) evaluates the students knowledge of the adopted standards for Reading and Math.

The state's performance levels are Advanced, Proficient, Basic and Below Basic. Students that are meeting the standard are scoring at the Proficient level. The District of Columbia website www.k12.dc.us has information ofn the state assessment system under NCLB.

2. **Using Assessment Results**

F.S. Key Elementary believes it is the responsibility of all teachers to assess student data in order to improve student performance. Each year, after receiving the results of DC CAS, the criterion-referenced assessment of the District of Columbia, teachers meet to analyze outcomes. All teachers in testing grades, in addition to at least one teacher from all other grade levels are represented. Specialists also work with this group. This team of teachers creates a chart based on the weaknesses of grade level performance. The information in the chart is based on grade, subject, strand, and specific standards. After identifying trends in the data, grade level teams assess learning opportunities where emphasis can be placed on problematic areas. For example, on the DC CAS Spring 2007 testing, only 48% of fifth graders correctly answered a Math, number sense and operations, question. The corresponding standard for the question requires students to find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line. In order to improve student performance 5th grade spent additional time in Everyday Math units seven and eight. Students specifically had trouble with fractions and mixed numbers, so they learned how to convert fractions to decimals in order to be successful. Students followed up this work by practicing these skills in the 'Problem of the Day.'

In addition, the results of the DC BAS, the benchmark performance of the District of Columbia Public Schools, allow the team to pinpoint areas of individual student's strengths and weaknesses prior to the administration of the DC CAS. Students with similar weaknesses are given additional instruction in small groups. This instruction is provided not only by the classroom teacher but also specialists, i.e. Library, Computer Lab, Science, Special Education, Reading Specialist, and ESL. This grouping is available because of Key Elementary's inclusion model of instruction.

The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is the reading assessment used districtwide to measure reading readiness and proficiency in grades K-3.   Teachers and specialists use the DIBELS data to identify students that are at risk and in need of intensive small group instruction. Small groups are not limited to grade level; students are instructed based on individual need and can be grouped with students across multiple grades. In addition, the results help teachers track student progress over an extended period of time.

3. **Communicating Assessment Results**

We communicate student performance in a variety of ways. We have four different parent teacher conferences throughout the year. At the conference , the teacher review the students

strengths and weaknesses through student work samples and anecdotal observations. Report cards and standardized assessments including DC CAS and DIBELS are reviewed at the conferences.

We have a data team that meets throughout the year to identify areas of strength and weakness in our instructional program using the District of Columbia Benchmark Assessment System(DC BAS) DC CAS, and DIBELS. Members of the team present their data analysis at faculty meetings and staff development training.

We present our assessment results at our General PTA meetings, through our monthly newsletters and in the local newspaper. Through these means we are able to display the success of our program and show our growth.

4. **Sharing Success:**

    The stakeholders of FS Key Elementary realize the importance of sharing the school's success with others in order to improve student performance districtwide. Teachers enthusiastically volunteer to be representatives of the school in content-specific citywide meetings. When groups meet to discuss issues concerning each content area, Key Elementary teachers are able to share strategies with colleagues that have been working in our school. For example, at a Social Studies meeting, representing teachers shared how to integrate historical fiction novels in order to pique student interest and provide connections for difficult Social Studies material.

    Furthermore, at a recent professional development training for teachers in testing grades, District of Columbia School System teachers were trained to use the chart that had previously been implemented to analyze data at Key School. Our teachers were able to provide their expertise on how this strategy would benefit schools and result in improved student performance at the districtwide training. When other teachers saw that the analysis was meaningful, they were much more willing to use it.

    In addition to affecting multiple schools Key Elementary has worked specifically in a partnership with P. R. Harris a low-performing school in the District. This one-one-one relationship allows for more direct impact. We organized yearly book-drives and donated materials that can be used to improve performance. Moreover, student representatives visited with classmates at P.R. Harris. This student interaction afforded both groups of children to be challenged both academically and socially.

    Finally, Key is beginning a new partnership with Horace Mann Elementary; a school with a similar population and performance. Teachers at both schools will partner to adjust instruction to meet the needs of students at these particular schools. The schools will communicate successes and struggles to find the best program available for its students. By partnering, Key Elementary and Horace Mann Elementary can make a larger impact.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   F.S Key Elementary School follows the curriculum put forth by the District of Columbia and is in alignment with the District's Teaching and Learning Standards. All areas of the curriculum are enhanced by high quality teaching and supported by specialist teachers and a multitude of guided experiences both inside and outside of school.

   F.S. Key's Reading and Language Arts curriculum has for its basis the belief that the ability to develop, clarify and communicate ideas prepares students for responsible participation in our schools and communities. The development of this foundation comes from explicit skill instruction in anticipation of and in response to student needs and development as they progress through the grades. At all levels, students are exposed to a vast array of literary works that reflect our diverse heritage. Furthermore, they are provided with opportunities for interaction, exploration and communication to gain the best understanding of works studied and of each other. Finally, Key's successful Reading and Language Arts curriculum provides for literacy in all forms of media, including fiction and non-fiction writing, television, film and the Internet, in order for students to effectively compete in an increasingly complex world.

   While working with Everyday Math as well as supplemental materials, F.S. Key provides a strong mathematics program that emphasizes problem solving, making connections, communicating, reasoning and proof, and drawing conclusions. Teachers recognize that mathematics is an integrated field of study and not a collection of isolated skills. Teachers aim to balance the instruction of procedural skills with the development of more subjective skills such as interpretation, representation and communication. From grade to grade, students are challenged to apply their knowledge to find answers to progressively complex problems. Ample opportunity for exploration and application is awarded for students to develop and enhance these life skills.

   The guiding philosophies behind Key's Social Studies curriculum are in accordance with those outlined in the District's Teaching and Learning Standards. Instruction reflects our diverse cultural heritage and prepares students for intelligent citizenship. As the leaders of tomorrow, students must understand the current condition of the world as well as the past that has shaped it. At each the grade level, students learn about the past, present and future worlds through developmentally appropriate instruction. They are encouraged to explore their communities and to reflect on and evaluate their functioning.

   The Science curriculum at F.S. Key is an inquiry-based, hands-on learning experience for all students in the school. At every level, students are in the Science lab investigating, experimenting and problem solving. Through scientific thinking and inquiry, students learn about the earth, physical and life sciences as they work with a variety of appropriate materials. Furthermore, Key's students enjoy the unique benefit of extending their learning to Key's outdoor classroom.

   In addition to their classroom teachers, students at F.S. Key benefit from the expertise of specialists (ESL, Special Ed., reading, library and computer/technology specialists). They also participate in the Fillmore Arts program where they are exposed to a variety of visual and performance arts.

   The F.S. Key community recognizes that no subject or area of learning operates in isolation, but rather is an integral part of the larger whole. Given that, cross-curricula teaching and learning occurs throughout each day.

   F.S. Key Elementary's highly effective curriculum teaches the strategies necessary to acquire academic knowledge, to develop critical thinking and problem solving skills and, ultimately, to attain independent learning.

2a. **(Elementary Schools) Reading:**

   The District of Columbia Public School System's Reading and Language Arts Teaching and

Learning Standards are the foundation of F.S. Key Elementary School's reading curriculum. Key uses a balanced approach that includes word study and the best practices from reading and writing workshop. The close relationship between reading and writing is acknowledged, and students spend time each day working on both skills. A combination of whole group, small group and individual instruction is used to teach skills preceding students' needs and to respond to problems that students reveal in their work.

Students' study of literature includes many genres, time periods, and cultures that reflect our diverse literary heritage. Through teacher read aloud, whole group teacher guided read along, small group literacy circles, and independent reading, students at all levels partake in a variety of literature studies that include genre, author, and cross curricula subjects. The literacy curriculum enables students' reading materials to be integrated throughout several academic disciplines. This reading across curriculum allows students to be exposed to all types of texts, including nonfiction and fiction as well as different modes of media such as television, film, and Internet. Through this integrated approach students achieve a greater knowledge of the subject and understand that each kind of text or mode of communication has different purposes as well as advantages and disadvantages.

The literacy curriculum emphasizes the importance of students reading independently within and outside of class. Students are taught to choose books close to their reading levels and are encouraged to read a variety of texts. As independent readers, students are constantly thinking about what they are reading and choose their own learning strategies that they have garnered through instruction. F.S. Key Elementary School's literacy curriculum is the foundation of all students' learning and is designed to ensure that all students become lifelong learners.

3. **Additional Curriculum Area:**

Key Science Program

F.S. Key elementary is known for its commitment to science. The science program at key provides each student with a powerful science learning experience. DC Public School Science standards are mastered using a hands-on, inquiry-based science program. Curriculum used includes the Delta FOSS kits, McMillian/McGrall-Hill A Closer Look series, curriculum from partnering organizations such as the DC Baywatch and Anacostia Watershed Society, EarthSource, and other teacher created materials. Students not only engage in hands-on learning within the classroom but outside as well in the school-yard habitat which includes a butterfly garden, woodlands, bird sanctuary and assorted theme gardens. Students also participate in field trips to local science programs and museums. All of these experiences reinforce science content and instill in students responsibility to care for the earth. The science teacher collaborates regularly with both classroom teachers and resource teachers to further integrate science instruction across curriculum including literacy, technology and mathematics. The science program is a community-wide effort and includes the collaboration of parents too. The PTA has established the Science Committee that supports the annual school-wide Science Fair, special assemblies and the outdoor classroom.

4. **Instructional Methods:**

The faculty at F.S. Key Elementary School is committed to using high quality and appropriate instructional methods to successfully reach all students. The District of Columbia Public School System sets educational standards and provides current, high quality texts to support the teaching and learning of the core academic disciplines at Key.

These textbooks and materials provide instructional methods that teachers use as a starting point for designing lessons and units. However, to ensure the best quality of instruction teachers consider the needs of their whole class as well as the needs of each individual learner. Also, they are cognizant of the importance of using methods that encourage students to reach and use higher order thinking skills. With this understanding, the teachers at Key constantly strive to use the right balance of instructional methods to guarantee that all students reach their full potential as learners.

Teachers understand the value and the place of direct instruction as well as the importance of being flexible and of using a variety of techniques, so each student has several opportunities to make sense of the skills and ideas presented. Increasingly, differentiated instruction is regarded as fundamental to meeting the needs of each student. Beyond direct instruction, teachers use elements of interactive, indirect, and experiential learning methods to provide students with the skills they need to succeed.

These methods enable the student to be the center of their learning and to have a variety of instructional experiences. Students may be required to work individually or cooperatively with a partner or a small group. Depending on the task teachers will use similar or mixed ability groupings. Instruction is often hands-on and allows students to be active participants in their learning. To add meaning to their learning, students are frequently asked to complete authentic tasks that relate to real world issues. Instruction benefits from the array of school and community resources available within the neighborhood and our nation's capital.

5. **Professional Development:**

Professional development at both the local school and District of Columbia levels is a priority for F.S. Key Elementary administration and staff. A committee comprised of teachers and administrators is responsible for monthly in-house staff development. These have included, but are not limited to, workshops on lesson plans, technology, testing data and testing strategies. The committee also coordinates initiatives based on staff needs and interests. More time is allotted for these trainings and experts are brought in. The most recent initiatives have been multi-day trainings on Handwriting Without Tears and Brain Gym. At the District level, staff takes advantage of the range of professional development offered by the District of Columbia Public School system. Furthermore, staff members belong to professional organizations, take regular professional development classes from local organizations and universities. Several members of the faculty are currently engaged in graduate studies. The staff at F.S. Key is highly motivated and constantly seeks to enhance its knowledge and abilities.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 3   Test DC CAS

Edition/Publication Year 1997   Publisher   CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Proficenct	69	93			
% "Exceeding" State Standards					
Advanced	19	27			
Number of students tested	43	30			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
1					
% "Exceeding" State Standards					
2					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Proficient			88	97	79
% "Exceeding" State Standards					
Advanced			67	77	27
Number of students tested			34	29	27
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Proficenct	92	91			
% "Exceeding" State Standards					
2Advanced	42	38			
Number of students tested	25	32			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 4   Test Stanford

Edition/Publication Year 1996   Publisher Harcourt, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Proficient				91	91
% "Exceeding" State Standards					
Advanced				26	49
Number of students tested				22	43
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5   Test DC CAS

Edition/Publication Year 1997   Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Proficient	83	96			
% "Exceeding" State Standards					
Advanced	22	27			
Number of students tested	23	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject   Reading (ELA)   Grade   5   Test   Stanford Achievement Test

Edition/Publication Year   1996   Publisher   Harcourt, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Proficient			89	85	81
% "Exceeding" State Standards					
Advanced			17	26	25
Number of students tested			18	41	20
Percent of total students tested			100	100	97
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test DC CAS

Edition/Publication Year 1997   Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Advanced plus Proficient	73	93			
% "Exceeding" State Standards Advanced	49	60			
Number of students tested	45	30			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other)   Grade 3   Test Stanford Achievement Test

Edition/Publication Year 1996   Publisher Harcourt, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Proficient			97	97	93
% "Exceeding" State Standards					
Advanced			35	55	22
Number of students tested			34	29	27
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other)   Grade 4   Test Stanford

Edition/Publication Year 1996   Publisher Harcourt, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				95	95
% "Exceeding" State Standards				32	49
Number of students tested				22	43
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test DC CAS

Edition/Publication Year 1997   Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Advanced plus Proficenct	100	81			
% "Exceeding" State Standards Advanced	40	34			
Number of students tested	25	32			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test DC CAS

Edition/Publication Year 1997   Publisher   CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Advanced plus Proficenct	91	100			
% "Exceeding" State Standards a	35	22			
Number of students tested	23	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other)   Grade 5   Test Stanford Achievement Test

Edition/Publication Year 1996   Publisher   Harcourt, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced			100	98	86
% "Exceeding" State Standards					
Advanced			39	52	53
Number of students tested			18	41	19
Percent of total students tested			100	100	97
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					