2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) _X_ Elementary __ Middle __ High __ K-12 __Charter

Name of Principal   <u>Ms. Marta Guzman</u>
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name <u>Oyster Bilingual Elementary</u>
        (As it should appear in the official records)

School Mailing Address <u>2801 Calvert Street, N.W</u>
        (If address is P.O. Box, also include street address)

<u>Washington,D.C. 20008 – 2666</u>

City   State   Zip Code+4 (9 digits total)

County _____State School Code Number*___<u>292</u>_____

Telephone <u>(202) 671-3111</u>   Fax <u>(202) 671-3087</u>

Website/URL <u>www.oysterbilingualschool.org</u> E-mail <u>mguzman@oysterbilingualschool.org</u>

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* <u>Dr. Clifford B. Janey</u>
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>District of Columbia Public Schools</u>   Tel. <u>(202) 442-4226</u>

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson <u>Mrs. Peggy Cooper-Cafritz</u>
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

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.

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

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

6. The 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 the 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.

DISTRICT

1. Number of schools in the district: _101_ Elementary schools
       _11_ Middle schools
       _9_ Junior high schools
       _20_ High schools
       _141_ Other

       _____ TOTAL

2. District Per Pupil Expenditure: $9,827

   Average State Per Pupil Expenditure: $9,827

SCHOOL

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 area
   [   ]   Suburban
   [   ]   Small city or town in a rural area
   [   ]   Rural

4. _2.5_   Number of years the principal has been in her/his position at this school.

   _2_   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
PreK	4	21	**25**		7			
K	32	40	**72**		8			
1	18	36	**54**		9			
2	37	35	**72**		10			
3	39	32	**71**		11			
4	20	28	**48**		12			
5	17	24	**41**		**Other**			
6	20	27	**47**					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**430**

6. Racial/ethnic composition of   33_____% White
   the students in the school: 10_____% Black or African American
        53_____% Hispanic or Latino
        4_____% Asian/Pacific Islander
        0*_____% American Indian/Alaskan Native (*1 student)
        100% Total

7. Student turnover, or mobility rate, during the past year: __1____%

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

(1) 4	Number of students who transferred *to* the school after October 1 until the end of the year.	
(2) 0	Number of students who transferred *from* the school after October 1 until the end of the year.	
(3) 4	Total of all transferred students [sum of rows (1) and (2)]	
(4) 410	Total number of students in the school as of October 1, 2004	
(5) 0.01	Total transferred students in row (3) divided by total students in row (4)	
(6) .98	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: _29____%
                __124____Total Number Limited English
   Proficient
   Number of languages represented: ___11___
   Specify languages: Spanish, Bengali, Tagalog, German, Polish, Bulgarian, Chinese, Vietnamese, Farsi, Arabic, Italian

9. Students eligible for free/reduced-priced meals: ___28___%

        Total number students who qualify: ___121__

10. Students receiving special education services: ___5__ %

                                                              ____20__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.

____Autism	____Orthopedic Impairment
____Deafness	__1_Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____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____	_____
Classroom teachers	__36___	_____
Special resource teachers/specialists	___1____	_____
Paraprofessionals	___4____	_____
Support staff	___4____	_____
Total number	__46___	_____

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: ___12:1____

13. Attendance patterns of teachers and students as a percentage:

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	1%	10%	5%	2%	2%

PART III - SUMMARY

Over the last 30 years, Oyster Bilingual Elementary School has pioneered bilingual education in Washington, D.C. and demonstrated the strength of its community to respond to the school's changing needs. Originally established in 1926, Oyster has long served the Woodley Park neighborhood in northwest Washington, D.C. In the 1960s, as Oyster's enrollment dwindled and Washington D.C. experienced an influx of immigrants from Central America, the school's boundary was extended into the nearby Adams Morgan neighborhood, which was home to many such immigrants. In 1971, at the request of Hispanic leaders in Washington, D.C. and the local community, the District of Columbia Public Schools (DCPS) Superintendent authorized Oyster to establish a school wide Spanish-English dual-language immersion program. This program enables Spanish-dominant and English-dominant students to learn each other's language and through the process of achieving proficiency in a language other than his or her own, enrich their appreciation of the diverse cultures that form our local and global societies.

Since its establishment, the academic quality of Oyster's dual-language immersion program has attracted students from its local neighborhoods and throughout Washington, D.C. By the early 1990's, however, the school was slated for closure because there was no money to fix or replace its aging and overcrowded building. The Oyster community came together to save the school by establishing an innovative public-private partnership, which, in 2001, resulted in the opening of the school's present building, at that time, the first new elementary school in Washington, D.C. built in more than 30 years.

Today, demand continues to grow for Oyster's dual-language immersion program. Currently, Oyster has an enrollment of 430 students in grades pre-kindergarten through 6th, with students attending from the surrounding neighborhoods and throughout Washington, D.C. The school adheres to its mission to produce well-educated, bilingual citizens who appreciate diversity and academic excellence.

At Oyster, bilingualism is not an educational tool, but an essential goal in itself. Spanish and English are given equal weight in the classroom and in school wide activities. Each Oyster class has two teachers – one a native Spanish speaker, the other a native English speaker. Students study all subjects in both languages and are evaluated with national standardized tests in both languages.

Oyster's dual-language immersion model depends on a highly qualified and dedicated bilingual staff and on a student body that is balanced between native Spanish and native English speakers. We value the cultural and economic diversity of our students. Students learn from their teachers, but perhaps more importantly, they learn from each other. Friendships develop between students whose backgrounds are linguistically and economically different. By enrolling children from many neighborhoods, nationalities, and backgrounds, we provide a heterogeneous social environment that is essential to our educational principles.

Our teachers, principal, parents, and students are dedicated to education that is challenging, exciting and appreciative of the richness and diversity of different cultures. Our Ballet Folklorico de Oyster, a dance troupe comprised of 15 students that showcases traditional dances of El Salvador, has performed in the National Cherry Blossom Festival, local neighborhood festivals, and Dance DC. Our annual bilingual Book Fair draws educators from around the Washington, D.C. metropolitan area to one of the largest collections of Spanish-language and bilingual books available for sale. Children's author and recording artist José-Luis Orozco has shared songs with our students that he learned from his Mexican grandmother. Bolivian dancers in giant paper mâché masks have entertained Oyster families at our Hispanic Heritage Celebration. Oyster's commitment to academic achievement and multicultural knowledge, respect, and tolerance enables our students to develop the educational and life skills necessary to be successful citizens of the world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

For the past five school years, Oyster has administered standardized tests in both English and Spanish: the *Stanford Achievement Test* 9th Edition (SAT-9) and the *Aprenda: La Prueba de Logros en Español* - 2nd Edition. With respect to the 2004-2005 school year, only grades 5 and 3 were tested using the SAT-9 in accordance with the policy of the DCPS assessment program for that year. All Oyster students, including special education students, participate in testing. Children with disabilities receive accommodations as described in their IEPs or 504 plans.

Oyster SAT-9 compared to DCPS

The SAT-9 test results show that Oyster consistently has test scores in reading and math that place it in the top 10th percentile among all elementary schools in the District of Columbia.

The percentage of Oyster students who are at or above the state standard is on average 25 points higher in reading and 32 points higher in math than the percentages reported for DCPS elementary schools as a whole. The percentage of Oyster students who scored at or above the proficient level is on average 35 points higher in reading and 38 points higher in math than DCPS elementary schools as a whole. Moreover, in the last three testing years, between 97 and 100 percent of our 6th graders have met the state standards in reading.

Notably, the same trend is seen in the scores for Oyster's Hispanic students, who comprise 53 percent of Oyster's student population. The percentage of Hispanic Oyster students who are at or above the state standards has been on average 23 points higher in reading and 27 points higher in math than the percentages reported for that subgroup for the District of Columbia as a whole. The percentage of Hispanic Oyster students who placed at or above the proficient level has been on average 26 percentage points higher for reading and 30 percentage points higher for math than the percentages reported for that subgroup for all elementary schools in the District of Columbia. Moreover, in the last three testing years, 100% of our Hispanic 6th graders met the state standards in reading.

Oyster Aprenda compared to US

Among all bilingual schools in the United States using the *Aprenda* test, Oyster students consistently score in the top 25th percentile for reading and the 10th percentile for math. While the *Aprenda* reading scores are lower than the math scores, the reading scores generally increase with each grade. By the 6th grade, Oyster students rank in the top 12th percentile in reading among all bilingual programs in the United States; in 2004-05 Oyster 6th graders ranked in the top 5th percentile in reading and in the top 3rd percentile in math.

Summary

Oyster's students consistently have test results in both English and Spanish that are well above average. Our students have achieved these results despite having two new principals during the past five years, moving into a new building, and being housed in a building that is too small for its enrollment (430 students in a building designed to accommodate 350). The consistent strength of its test scores demonstrates not only that that none of Oyster's students are left behind academically, but also that they have met the challenge of learning at a high rate of achievement in two languages.

2. **Using Assessment Results:**

Oyster uses a variety of assessment tools in both English and Spanish to evaluate individual student and school wide performance and develop strategies for improvement. Language proficiency tests are regularly relied on to assess students' written and oral skills in both English and Spanish. English and Spanish standardized test results are interpreted in collaboration by English and Spanish teachers in order to identify commonalities and trends. These standardized results are then used to identify best practices, subject matter areas in need of improvement and racial and gender specific achievement gaps, and to develop strategies to disseminate the best practices and address the subject matter areas and achievement gaps identified. Oyster staff for grades pre-K through 6 also recently undertook the task of disaggregating the District of Columbia Comprehensive Assessment field test results to further identify key knowledge gaps specific to Oyster and develop plans to eliminate those gaps.

Standardized test results and ongoing teacher assessments are also used to identify individual student needs. Teachers begin each school year by reviewing individual student test results and assessments from the previous year and conducting their own evaluation of their students' math and language skills (reading, writing, and oral). As discussed in the description of our reading program in part V, item 2, we regularly use research-based measures of literacy development such as the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS), *Developmental Reading Assessment* (DRA), and *Educación del desarollo de lectura* (EDL) to guide instructional direction. Oyster's teachers and principal also rely on testing and assessment data disaggregated by subject area, classroom and individual students to evaluate the implementation of the academic plan for the year on an ongoing basis and to revise the plan and implementation strategies as necessary in order to improve each student's academic performance and achieve the subject matter standards that have been established for school in Spanish and English.

3. **Communicating Assessment Results:**

Assessment results are communicated to parents in two different contexts. Individual student results from both the English and Spanish standardized assessment tests are discussed at parent-teacher conferences and sent home. In addition, school wide test results are presented to the entire parent body. In both contexts, parents are able to voice concerns about the results and ask questions about plans for improvement.

The communication of assessment results is only one part of a much larger communication system that is critical to academic success. Regular communication is necessary to create an environment that facilitates each child's learning at home as well as at school. Teachers and parents regularly communicate through notes in student agendas, weekly student progress reports, by email, or at meetings. Quarterly report cards are issued in conjunction with parent-teacher conferences where parents and teachers discuss the academic and social progress of each parent's child. If a child is identified as being deficient in a specific area, the parents are notified significantly before report cards are issued so that tutoring or other remediation measures can be taken and a staff student support team develops an intervention strategy.

On a school wide level, parents receive monthly classroom activity calendars, notices about classroom and school wide activities, the "Oyster Weekly Headlines" newsletter about upcoming events at the school, opportunities for parent involvement and bilingual activities that are happening in the area, and the school's monthly newsletter, "*La Perlita* (the Pearl)", which contains in-depth articles about the curriculum from the principal and our math, art, library, and physical education specialists. Oyster teachers also make presentations to the parents at a variety of "curriculum nights," – evening programs focusing on grade-level subjects such as math, science and literacy where parents are able to hear directly from the teachers about the curriculum and ask questions about it.

4. **Sharing Success:**

Since its inception, Oyster has been committed to sharing its strategies for successful bilingual education with other schools. Local, national and international educators visit the school each year to observe its program, meet with the staff, and exchange ideas for meeting the challenges of a dual-language program. Currently, several former Oyster teachers and staff play key roles in implementing bilingual education programs at other public and charter schools in the Washington, D.C. area and often consult with current Oyster staff. Oyster staff also regularly attend national professional development conferences and present results from their classroom experiences.

In 2005, Oyster used start-up funds received from a DCPS High Performing Schools Grant to formalize its commitment to furthering bilingual education by establishing the Oyster Dual-Language Demonstration Site Model, an on-site training institute for those DCPS schools that are either starting or desiring to start a dual-language learning model. Oyster master teachers and program coordinators provide training for teachers from these schools and serve as resources to assist the schools in the development of their dual-language programs. Teachers from participating schools visit Oyster, select specific training topics they would like to focus on, observe designated expert teachers in the training areas selected, and are provided with the opportunity to reflect on what they observe. They then develop, in collaboration with Oyster staff and based on active research, a coaching model that will allow for on-going feedback from Oyster staff during implementation of the dual-language program at the participating schools. Participants also are provided with samples for aligning essential skills documents to educational standards within the context of a dual-language program based on the work Oyster Spanish and English teachers have done to align Oyster's essential skills documents to the DCPS educational standards.

PART V – CURRICULUM AND INSTRUCTION

1. **Description of Curriculum:**

Oyster's 50/50 Spanish/English dual-language immersion model uses an integrated curriculum that gives all students the opportunity to read, write, speak, and learn in their primary language as well as in a second language. Students learn all academic subjects in both languages, including 2 ½ hours of literacy and 1 hour of math per day.

Our curriculum is rooted in the belief that all children can achieve at high levels. We use the DCPS standards as well as the National Center on Education and the Economy (NCEE) standards as a starting point for curriculum development. English and Spanish teachers, working in groups, have produced essential skills documents in English and Spanish, which they use to guide their day-to-day curriculum instruction. These documents, based on the most recently adopted DCPS standards, state in a subject-specific context the skills, concepts, and knowledge students should learn at each grade level.

For the past six years, instruction of the language arts curriculum at Oyster has been done through the Readers and Writers Workshops format, as discussed in part V, item 2 below. In addition to reading, students spend at least one hour per day engaged in the writing process of planning, drafting, revising, editing, and publishing their own work. Oyster's curriculum has deeply rooted literacy traditions, including the principal's Book of the Month/Libro del Mes, the annual Bilingual Book Fair, and the 19-year old annual Concurso de Poesía (Spanish language poetry contest) at which Spanish-dominant and English-dominant students orally present their original poetry written in Spanish to judges from local universities, embassies, and Spanish media.

In math, Oyster uses University of Chicago's *Everyday Mathematics* model, as described in part V, item 3 below. In science, Oyster uses a grade-by-grade bilingual program that we developed based on National Science Education Standards using a grant from the Carnegie Institution. Full Option Science System (FOSS) kits, microscopes, and other materials provide hands-on learning under our program. Teachers also regularly collaborate with the school librarian to connect science and literacy. Our science program culminates in an annual Bilingual Science Fair, which attracts judges and guests from all over the region. In social studies, students focus in the early grades on the self. Gradually each student expands his or her worldview to include the school, the community, and the city of Washington. Then, in the upper grades, students begin to learn geography and history, beginning with the United States and culminating with the study of ancient world cultures in sixth grade. Reading and writing are used to supplement all of these areas of study.

Students receive weekly instruction in art, music, library, and physical education and the specialists for each of these areas work closely with classroom teachers to integrate these subjects into the curriculum. For example, our art specialist (who serves on the boards of several national museums) integrates the study of Native American culture into the art curriculum by leading field trips to the National Museum of the American Indian and then guiding students in creating models of Native American villages, weavings, and paintings based on their learning about that culture. Music is taught at Oyster as a special subject by a native Spanish speaker who focuses on exposing our students to music of diverse cultures and by classroom teachers, particularly in the lower grades, as a tool for acquiring second language. Our library curriculum is headed by a bilingual certified librarian who maintains a collection of over 10,000 books in Spanish and English. Our physical education curriculum emphasizes movement, manipulative and team skills building, and health education.

By integrating all components of our curriculum within the context of our dual-language immersion model, Oyster teachers are able to use instructional time to connect, maximize and expand learning by our students.

2. **Reading:**

The underlying philosophy that guides Oyster's reading curriculum, and the basis for our chosen reading curriculum, is the recognition that to learn to read in Spanish and English, students must be immersed on a day to day basis in stimulating reading and writing in both languages, and must hear the spoken word in both languages. As a bilingual program, all of our students are language learners whether their first language is Spanish, English, or another. Our teachers are highly skilled at helping our students transfer their ability to decode and make meaning from text in their first language to text in their second language. We use a variety of methods to do this, focusing primarily on the America's Choice Readers' and Writers' Workshop model that we have adapted to our bilingual program under a five-year grant from the United States Department of Education Office of Bilingual Education. Under this model, each classroom has literacy instruction every day in both languages that includes skills block, guided reading, paired reading, shared reading, independent reading, and teacher conferencing. Our school wide book room contains over 5,000 leveled books in Spanish and English and each classroom has its own bilingual book collection. We use the Houghton Mifflin textbook to assist reading instruction, but believe that reading interdisciplinary authentic literature in Spanish and English is the central force that makes our reading instruction effective in two languages.

In addition to reviewing standardized test results, administering language proficiency tests, maintaining ongoing records, and reviewing student writing samples, we regularly administer research-based measures of literacy development such as the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS),

*Developmental Reading Assessmen*t (DRA), and *Educación del desarollo de lectura* (EDL) tests, in order to chart our students' reading progress and identify those students that need reading tutoring or additional reading support.

We are active participants in the DCPS 25 Book Campaign with the unique characteristic that all of our children must read half of their books in Spanish. Our family literacy program includes home-school book logs and a pledge by parents to read to their children for at least 20 minutes every day. In addition, each month the principal chooses a Book of the Month that reflects a character education value as well as a particular season-based cultural heritage celebration. Students, teachers, and parents write readers' responses to the book, which are published in the main entrance hallway to the school, thereby creating a school wide community of readers.

Our bilingual school library further supports our reading program. It is unique in Washington, D.C. with its collection of over 4,000 books in Spanish and 6,000 books in English. Each class visits the school library every week and all students are required to select books in both Spanish and English. Our annual Bilingual Book Fair – which features not only books in English, but also over 500 Spanish titles – raises funds that are devoted solely to maintaining and expanding our library program and attracts families and educators throughout the region.

3. Mathematics Curriculum:

Oyster's mathematics curriculum forms a key bridge within its dual-language instructional model. Oyster uses the University of Chicago's *Everyday Mathematics* program and has fully adopted the program into Spanish. All students receive math instruction in both Spanish and English and are tested in both languages. The program places an emphasis on conceptual understanding while building a mastery of basic skills and includes regularly scheduled small group sessions in which students are supported and enriched in math. The program's key features of problem solving for everyday situations, developing readiness through hands-on activities, sharing ideas through discussion, cooperative learning, practice through games, ongoing review, daily routines, and formal and informal assessments fit squarely within our dual-language instructional model of using the interactions between students, home, and our bilingual staff for learning acquisition.

Oyster's math specialist visits classrooms on at least a bi-weekly basis and provides 90-minute demonstration lessons that include techniques based on current trends and best practices in teaching mathematics to elementary school students. The math specialist regularly works with small groups of students who require additional support for, or enrichment of, their math skills acquisition.

Oyster's dual-language immersion model relies on home reinforcement and support as a key component for successful language acquisition. Our math curriculum also depends on the involvement of parents to reinforce math skills presented at school. In addition to regular use of the "Home Links" components of the *Everyday Mathematics* program by classroom teachers, our math specialist hosts Family Math Nights throughout the school year in order to provide parents with ongoing education about, and exposure to, our math curriculum. The attendees at these nights consistently cite the math games available at these evenings for parents and children to play, the samples of various aspects of the instructional program, and the recommendations for ways parents can support their children's mathematics learning at home (such as through recommended Internet web sites and "math-themed" books) as integral to their understanding of, and support for, our math curriculum.

4. **Instructional Methods:**

Collaboration is the central element of Oyster's dual-language instructional model and is a critical factor in the success of Oyster's dual-language program.

Each grade-level classroom is staffed by an English and Spanish teaching team. Students work in small groups and at their learning level using a wide variety of bilingual materials, such as leveled books, textbooks, tapes, videos, songs, and poetry. Teachers differentiate instruction so that students can experience the subject matter in a variety of ways and learn at their own pace, employing many different learning styles in the process, including aural/oral, tactile and visual. Information may be presented orally by one teacher, read in a textbook or listened to on a cassette in one language, and then discussed in student groups with the other teacher in the other language.

Another collaborative instructional method is the Readers and Writers Workshop models. Using the workshop format of mini-lesson, work period and closing, the model includes read aloud, guided, partnered and individual reading time and allows students the opportunity to work in a variety of settings and groupings. Students learn to plan and draft their work and then revise and edit with their peers. Much of the emphasis is on mixing students of different learning and language levels, for at least part of each day, so that the students are role models for each other.

Collaboration among classroom and specialist teachers allows subjects to be taught thematically and through an integrated process that connects the core curriculum areas of reading, writing, math, science and social studies with the special subject matter areas of art, music, library, and physical education. Classroom teachers and specialists also work together to identify and provide specialized support for those students who are in need of basic skills support, individual tutoring or above grade level instruction.

5. **Professional Development:**

Oyster is a professional learning community in which each member of the teaching staff dedicates time to building capacity for themselves and others on the staff. We have a close-knit community of teachers and learners that provides a rigorous, yet supportive environment in which our staff continues its professional development. The focus of our professional development is built on teachers knowing the subject matter, knowing how students learn, and practicing effective teaching methods translates into greater student achievement. Teaching and learning are intimately tied to student performance. We believe that it is not what the teacher teaches that makes a difference; it is what the student knows and is able to do with the learning that is important. Thus, our comprehensive and continuous training program directly impacts our students as is evident in the results.

For example, over the past two years, Oyster teachers have developed essential skills documents in Spanish and English as part of their implementation of a standards-driven curriculum. All teachers have been involved in implementing the Readers and Writers Workshops by developing best practices, conducting in-depth studies of assessment practices, observing each other during "focused walks" and providing feedback to each other for self-improvement based on established performance standards. In order to provide students with mathematics learning that is based on providing a challenging program that is responsive to individual student needs, our math specialist provides ongoing staff development and training within the classroom, along with model lessons that classroom teachers may use to support students' learning.

Staff are regularly surveyed for areas of interest in which they would like to receive special training and learning activities for each year are organized based on the areas of interest identified. In just the past two years alone, we have had school-wide training in Responsive Classroom, Brain Gym, and questioning

techniques as a result of staff interest.

Oyster also regularly looks outside its community for professional development opportunities. Under partnerships established with the George Washington University, Georgetown University, and George Mason University that include the use of school facilities, nine teachers currently are working towards earning their Masters Degree. Oyster teachers have received training in settings as diverse as the National Building Museum, the National Zoo, and the Living Classrooms Foundation. Oyster's designation as a dual-language demonstration site model within the DCPS system to facilitate dual-language instruction and curriculum at other DCPS schools also fosters professional development through the reflective practice that is the central core of that model.

Part VII-ASSESSMENT RESULTS

Summary of Oyster Bilingual Elementary School Reading Test Scores by Year and Grade

Grade	English Sat-9			Spanish Aprenda		
	Number Tested	Percent Meet or Exceed Standard	Percent Advanced	Number Tested	Percent Meet or Exceed Standard	Percent Advanced
SPRING 2005						
1	0	-	-	63	98	16
2	0	-	-	68	96	44
3	49	98	47	48	96	33
4	0	-	-	40	88	8
5	45	93	13	44	85	10
6	0	-	-	45	96	9
Total	94	96	31	308	93	20
SPRING 2004						
1	0	-	-	67	95	13
2	0	-	-	0	-	-
3	46	96	39	0	-	-
4	47	91	30	0	-	-
5	49	98	16	48	100	23
6	36	100	8	35	100	8
Total	178	96	24	150	98	15
SPRING 2003						
1	0	-	-	50	100	32
2	0	-	-	52	88	25
3	49	86	31	48	81	13
4	48	98	29	48	96	10
5	38	97	11	37	100	14
6	32	97	22	29	86	6
Total	167	94	24	264	91	17
SPRING 2002						
1	48	100	46	0	-	-
2	50	94	18	0	-	-
3	47	98	23	46	97	19
4	38	97	26	48	86	8
5	30	97	20	0	-	-
6	40	100	13	35	93	3
Total	253	98	25	129	92	11
SPRING 2001						
1	46	98	35	41	100	22
2	47	96	15	41	100	19
3	44	84	20	40	85	15
4	28	93	25	39	78	4
5	39	100	21	37	86	13
6	35	94	23	35	95	9
Total	239	94	23	233	91	14

Part VII-ASSESSMENT RESULTS

Summary of Oyster Bilingual Elementary School Reading Test Scores by Year and Subgroup

	English Sat-9		
	Number Tested	Percent Meet or Exceed Standard	Percent Advanced
SPRING 2005			
Hispanic	48	94	21
White	31	100	55
Black	11	91	9
Paid Lunch	62	98	39
Reduced Lunch	10	90	0
Free Lunch	18	89	6
Limited English	12	75	0
SPRING 2004			
Hispanic	103	94	10
White	41	100	68
Black	28	96	7
Paid Lunch	113	98	36
Reduced Lunch	19	84	5
Free Lunch	46	96	2
Limited English	10	60	0
SPRING 2003			
Hispanic	95	92	9
White	37	100	65
Black	30	93	13
Free Lunch	18	94	0
Paid Lunch	143	94	27
Reduced Lunch	6	100	33
Limited English	35	91	0
SPRING 2002			
Hispanic	135	96	14
White	60	100	52
Black	50	100	18
Paid Lunch	195	97	28
Reduced Lunch	9	100	11
Free Lunch	27	96	4
Limited English	59	95	8
SPRING 2001			
Hispanic	133	91	11
White	56	98	57
Black	44	98	9
Paid Lunch	139	97	32
Reduced Lunch	37	92	8
Free Lunch	63	89	13
Limited English	42	86	12

Part VII-ASSESSMENT RESULTS

Summary of Oyster Bilingual Elementary School Math Test Scores by Year and Grade

Grade	English Sat-9			Spanish Aprenda		
	Number Tested	Percent Meet or Exceed Standard	Percent Advanced	Number Tested	Percent Meet or Exceed Standard	Percent Advanced
SPRING 2005						
1	0	-	-	65	100	15
2	0	-	-	69	99	51
3	49	98	35	48	100	40
4	0	-	-	42	98	43
5	46	87	13	43	98	40
6	0	-	-	46	91	30
Total	95	93	24	313	98	37
SPRING 2004						
1	0	-	-	66	98	17
2	0	-	-	0	-	-
3	46	100	39	0	-	-
4	47	94	28	0	-	-
5	49	98	31	48	100	42
6	36	97	19	35	92	19
Total	178	97	30	149	97	26
SPRING 2003						
1	0	-	-	48	96	33
2	0	-	-	50	100	42
3	49	96	22	48	100	33
4	49	98	29	48	98	45
5	38	92	13	37	97	27
6	32	81	28	29	76	24
Total	168	93	23	260	94	34
SPRING 2002						
1	49	100	39	0	-	-
2	50	94	20	0	-	-
3	47	98	32	47	97	42
4	39	97	23	48	100	36
5	30	90	27	0	-	-
6	40	98	15	35	78	15
Total	255	96	26	130	93	33
SPRING 2001						
1	45	98	69	42	100	31
2	47	96	26	41	100	37
3	44	95	11	40	97	22
4	28	100	32	41	100	44
5	40	93	20	42	100	32
6	35	94	31	0	-	-
Total	239	96	32	206	99	33

Part VII-ASSESSMENT RESULTS

Summary of Oyster Bilingual Elementary School Math Test Scores by Year and Subgroup

	English Sat-9		
	Number Tested	Percent Meet or Exceed Standard	Percent Advanced
SPRING 2005			
Hispanic	49	92	18
White	31	100	39
Black	11	82	9
Paid Lunch	62	98	29
Reduced Lunch	10	80	10
Free Lunch	19	79	5
Limited English	12	83	8
SPRING 2004			
Hispanic	104	96	14
White	41	100	71
Black	27	96	19
Paid Lunch	113	99	39
Reduced Lunch	19	100	11
Free Lunch	46	91	15
Limited English	10	90	10
SPRING 2003			
Hispanic	95	93	14
White	38	97	58
Black	30	87	7
Paid Lunch	144	94	24
Reduced Lunch	6	100	33
Free Lunch	18	78	11
Limited English	35	94	6
SPRING 2002			
Hispanic	137	95	15
White	60	98	60
Black	50	98	14
Paid Lunch	197	97	27
Reduced Lunch	9	89	22
Free Lunch	27	89	15
Limited English	60	93	15
SPRING 2001			
Hispanic	132	94	22
White	57	100	65
Black	44	95	14
Paid Lunch	139	97	43
Reduced Lunch	36	97	11
Free Lunch	64	92	19
Limited English	41	93	22