

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Richard Trogisch

Official School Name: School Without Walls Senior High School

School Mailing Address:
2130 G St. NW
Washington, DC 20037-2703

County: District of Columbia State School Code Number*: 466

Telephone: (202) 645-9690 Fax: (202) 724-8536

Web site/URL: http://www.swwhs.org/ E-mail: richard.trogisch@dc.gov

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Michelle Rhee

District Name: District of Columbia Public Schools Tel: (202) 442-5885

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Adrian Fenty

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	82	Elementary schools (includes K-8)
	23	Middle/Junior high schools
	24	High schools
		K-12 schools
	129	TOTAL

2. District Per Pupil Expenditure: 7981

SCHOOL (To be completed by all schools)

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

- 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. 4 Number of years the principal has been in her/his position 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			0	6			0
K			0	7			0
1			0	8			0
2			0	9	34	81	115
3			0	10	38	75	113
4			0	11	40	67	107
5			0	12	29	83	112
TOTAL STUDENTS IN THE APPLYING SCHOOL							447

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 6 % Asian
 _____ 60 % Black or African American
 _____ 8 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 26 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	401
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.746

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 6

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 94

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 free and reduced-price school meals 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: 1 %

Total Number of Students Served: 6

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u> </u>
Classroom teachers	<u>34</u>	<u>6</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>10</u>	<u> </u>
Total number	<u>53</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	100%	100%	100%
Daily teacher attendance	97%	97%	98%	100%	100%
Teacher turnover rate	5%	2%	5%	1%	1%
Student dropout rate	%	2%	8%	11%	%

Please provide all explanations below.

Graduation rate for 2008-2009 has not been calculated by DCPS, however only one student out of 92 did not graduate on time. Less than 1%. Figures are not available for 2004-2006.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>93</u>	
Enrolled in a 4-year college or university	<u>100</u>	%
Enrolled in a community college	<u> </u>	%
Enrolled in vocational training	<u> </u>	%
Found employment	<u> </u>	%
Military service	<u> </u>	%
Other (travel, staying home, etc.)	<u> </u>	%
Unknown	<u> </u>	%
Total	<u>100</u>	%

PART III - SUMMARY

The School Without Walls will provide every student with a challenging, college preparatory academic program which incorporates resources from the local and global community into a humanistic and experiential approach to teaching and learning.'

-- School Handbook Mission Statement

The School Without Walls (SWW) offers a rigorous, interdisciplinary, experiential, college oriented program to a student body that mirrors the demographics of Washington DC, drawing students from over twenty middle schools in all eight wards of the city. Students come to SWW to work and to learn in a close-knit community of students and adults, coming from a very diverse array of elementary and middle schools. SWW is the only DCPS high school without metal detectors.

Between 2006 and 2010, we increased the number of school counselors from just one to four and the number of AP courses from seven to seventeen, in order to focus on the needs of each student and preparation for future college education. Every student applies to at least three colleges, takes at least one AP or college class and attends the city's annual college fair beginning in 9th grade. With the highest DC-CAS scores in the city, our goal is to send every student to college, ready for rigorous college work.

SWW Opened in 1971 as an alternative school in which learning in the community replaced conventional instruction in the classroom, the school has evolved to include the best of both.

In 1980 SWW relocated to the GW campus with a formal partnership in 1989 allowing SWW juniors and seniors to take GW courses without charge. SWW faculty take GW courses for professional development and GW professors teach courses at SWW. While in the 2009-10 school year fourteen SWW students initiated the GW Early College Program and dually-enrolled at SWW and GW. After two years, these students will receive an Associates Degree from GW at no cost along with their SWW High School diploma. This first Early College cohort earned an average 3.25 GPA in their first semester this year.

SWW maintains partnerships with many institutions, including the Kennedy Center, the National Cathedral, the International Reading Association, National Geographic, the Smithsonian, DC Public Libraries, the Georgetown University Street Law program, the American University Constitutional Law program, and the PBS News Hour. In addition we have received grants for special projects including 'Reading Across Continents,' and the Gilder Lehrman Institute grant for the study of American history, which focuses on the city and the world as a classroom. The Saturday Academy helps students with enriched curriculum to increase the rigor of SWW.

Our current humanities focused curriculum was instituted in 1988, augmented in recent years with an internship requirement, a Senior Project program which includes a written thesis and presentation to the school community, and an Advanced Placement emphasis as an external measure of rigor across the curriculum.

Recent Strengths and accomplishments:

- a. Completed our \$39.1 million state of the art, 21st century building renovation.
- b. Increased the number of AP classes offered from 7 four years ago to 17 today.
- c. Deepened emphasis on relationships, and individualized support with 'Tutorials' for students doing poorly and 'Advisory' class first period.
- d. Attracted a strong teaching faculty including NBPTS certified teachers.
- e. One hundred percent of our students apply to and are accepted at four year colleges and universities receiving \$3-6 million per year in total scholarships and awards.
- f. Ranked 12th out of 177 public and private secondary schools in the Washington metropolitan area in Jay Mathews 2010 'Challenge Index' rankings.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The School Without Walls administers the DC-CAS and DC-BAS tests, Advanced Placement exams in 17 AP subjects, PSAT tests in 9th through 11th grades and the SAT test in 11th and 12th grades. Of these, the most useful tests to the school are the DC-BAS and PSAT tests. These test results are received in time for our teachers, administrators, and counselors to analyze as a team, and if necessary with individual students and parents. The DC-CAS, AP and SAT tests are less valuable for diagnostic purposes., although teachers use these exams to examine teaching and learning.

We know that our students do very well DC-CAS. Our assessment results are publicly available at the DC Office of the State Superintendent of Education (OSSE) web site at http://nclb.osse.dc.gov/dccas_reportcards.asp.

Our African American, Caucasian, and Latino DC-CAS proficiency scores are in the 90th percentile overall with a generally upward trend, and only a slight disparity based on race. The percent achieving “Advanced” Proficiency went up from 26% to 31% between 2008 and 2009, with corresponding fluctuations in the percentage Proficient and Basic. But these results are largely explained by differences from one year to the next in the make-up of the student body. No students at SWW are below basic and about 7% are basic under NCLB.

However, on the SAT we have seen a troubling and persistent achievement gap between our African American and Caucasian students. We have instituted a number of efforts to attempt to narrow this gap. Among other things, the School provides SAT prep training at our Saturday academy, free of charge, and SAT prep materials are provided to SWW students at a reduced rate.

Across the board, our students score above the national average on the Critical Reading and Writing portions of the SAT test and at the national average on the math portion. This has led to a teacher recruitment and training effort at SWW to strengthen what was already perceived to be a strong math department. Our students are generally bright, but have gaps in the quality of their math background from Middle School. We have communicated with Middle School counselors our desire to meet to strengthen the academic articulation between some of our Middle Schools and SWW in math. In addition, teachers and external volunteers work with identified individual students in “tutorials.” SWW operates a supervised homework lab for identified students.

As important as the standardized test scores, at SWW we also make clear to students that we place a higher value on a number of other indicators of academic achievement. Student success at SWW cannot be achieved by sitting quietly at the back of the room, doing homework on time and scoring well on tests and quizzes. At SWW, active classroom participation, making and defending arguments in discussion, asserting theses, challenging the theses of others, and bringing original ideas to classes are all rewarded. Teachers regularly provide feedback to students and their parents on the evidenced quality of student participation and engagement.

Students work in teams and in groups with other students in all of their classes, and this collaborative work is constantly being assessed. Since our standard for academic excellence is college level work, we rely on more than standardized and other tests to evaluate the quality of student thinking and work, and mastery of curricular content and concepts far beyond standardized test scores. Frequent projects, papers, and extended essays that result from both individual and group work enrich and attest to the quality of work in all classes.

2. Using Assessment Results:

SWW maintains two assistant principals and four school counselors, heavy staffing for a school with 470 students. These non-teaching staff work with each department (across grade levels) every two weeks to help teachers use student assessment data, and with grade-specific teams (across curricular subjects) every two weeks. They do curriculum mapping to ensure that each teacher is covering all of the curriculum and standards.

Counselors meet with every student several times every year and with individual teachers when students are identified as showing deficiencies. School counselors and the two APs work with individual teachers to examine and analyze the DC-BAS and the PSAT data. They also work with upper-grade teachers based on SAT test results.

Grade-specific teams meet bi-weekly to discuss students and their areas of need. This is particularly intense in the 10th grade, which is the testing grade for the DC-CAS. Each team identifies “students in need,” and then creates a plan for how to address identified needs. Some needs, for example “the reading of informational text,” might rise to the level of a grade-wide priority for teachers to emphasize with all students. For “students in need,” teachers create “probes” that are designed to give students extra practice in the areas of need. In many cases, meetings are scheduled with parents involving the administrative team and the student’s academic teachers.

DCPS is phasing in subject-specific tests in the upper grades. Currently the Biology test is required but tests in other subjects are also being developed. At the department level, teachers are sensitive not only to the standardized tests that are given but also to the ones that are coming. SWW has begun to institute common exams across subject areas to ensure rigorous teaching and learning standards.

3. Communicating Assessment Results:

The first and most important communication is with the student and parents. Every student receives the results of major standardized assessments in a manner that is developmentally most effective. In lower grades, students receive their report folders through their humanities or social studies classes, and the overall results and trends are discussed. At the upper levels feedback is individualized to include patterns of responses, specific areas of weakness, and individualized plans to improve. Counselors visit the humanities and social studies classes to pull students out for this purpose. The school receives the results of all college entrance exams (SAT & ACT) and counselors and administrators discuss the results with students individually. Counselors are assigned to a matriculating grade and remains with the class for four years resulting in a solid relationship with students.

DC-CAS results appear on the OSSE SWW report card, and are also linked to the SWW Web Site. Parents each receives his or her individual student test score data in the mail and each student receives his/her individual test to discuss with their respective counselor.

A presentation is offered to parents at one of the HSA parent meetings on what the test score data means and how the school is performing. We want parents and students to have the information they need to perform well on the standardized tests, particularly those students and parents who might be anxious about testing and their individual student results.

However, we try not to overemphasize testing and test preparation in the culture and purpose of the school for the majority of students who are doing well. One of the ways we accomplish this is through individual student attention by staff, and tailored strategies for individual students involving meetings with their parents.

4. **Sharing Success:**

SWW has a fairly high profile as one of the District of Columbia's Public Schools premier schools. Members of our Local School Restructuring Team (LSRT) and Home School Association (HSA) organizations have relationships with local reporters who trumpet our successes. Our location in Washington DC puts us in a unique position to host visitors from national and international organizations. We are a favorite of international visitors from many countries including Australia and several African countries. Many visit because of the positive press we receive regarding student success.

More specifically, SWW helped to establish the Urban Teaching Academy, a network of DCPS schools with whom we share experiences and insights. The schools are Duke Ellington, Hart MS, Cardozo HS and McKinley HS. Other partners in the Urban Teaching Academy network are the GW Graduate School of Education and Human Development, with the direct involvement of GW Dean Mary Hatwood-Futrell, and the staff at the National Commission on Teaching and America's Future.

SWW continues to serve as the training location for AP teacher training workshops in DCPS and as a model for academic curricular training. All teachers are required to participate in the College Board's AP summer institutes for subject-specific training, creating an AP instructor network.

We have offered to meet with the teachers and administrators in those schools that send a disproportionately large number of students to SWW -- Deal, Hardy and Stuart Hobson MS -- to begin AP readiness rigor and vertical alignment awareness in those major feeder schools to SWW. On an individual basis, most middle-school student applicants who meet the first threshold of academic requirement to attend SWW do take advantage of the offer to visit the school and attend classes for a day. This year we have received over 620 applications from students seeking admission to the freshman class. Out of these, we will admit 120.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Distinctive aspects of the curriculum at SWW are its interdisciplinary nature, its use of college-level coursework through GW, courses all students are expected to take (such as “technical writing” and senior project), and the large number of high-level courses for a school of its small size.

SWW includes all traditional curriculum areas including social studies (World History I & II, US History, AP World, AP US, AP Human Geography), the sciences (Biology, Chemistry, Physics, AP Biology, AP Physics, Environmental Science) and mathematics (Algebra I & II, Geometry, Advanced Topics, Discrete Math, AP Calculus, AP Statistics). We require “Humanities,” an integrated curriculum in which literature is connected with the arts, history, music, and dance, rather than the usual “English/Language Arts.” The math and science departments collaborate on pre-requisites to upper level courses offering a clear sequence for students and an encouragement to get into higher level math at the earliest possible grades. By the end of four years, students are well prepared for college math, the sciences, and social sciences. The GW option allows students to go even further.

The usual high school science offerings are augmented with AP offerings in Environmental Science, Physics and Biology. Our Environ-mentors Club and Robotics Club also provide an opportunity to experiential learning and entry into a national robotics competition.

We offer Chinese language to level II, and Spanish and French at levels I through III and AP. Students at SWW also have an opportunity for group travel to China, France, Spain, Italy, Zambia, South Africa, Nigeria, and Ghana.

The Art program at SWW includes AP Art History, Computer Graphic Design and Video Production among others. As well as integrating music and art into the Humanities course and program at SWW, the school offers band, chorus, AP Music Theory, orchestra, Jazz Ensemble, History of Music, “Bach to Rap,” and show choir. Physical education classes have use of some facilities at GW University. While SWW students have won city championships in girl's soccer, track and field, and girl's basketball. In the past, competitive sports have not been a priority at SWW due to its size and academic emphasis. The Home and School Association this year has made expansion of the athletic program a major priority.

The experiential and independent study emphasis we inherit from the school's origin in the 1970's is still embodied in our senior project graduation requirement and the expectation that all students will participate in an internship with an external organization or non-profit at some point, and that they will clock 100 hours of community service.

Our senior project graduation requirement reflects the school's commitment to serious student scholarship. During their senior year, students complete a professional thesis on a topic of their choosing, conduct research, establish real-world relevance, and present their thesis to the SWW community. Faculty across all departments serve as Senior Project advisors, giving the faculty as a whole a stake in the skills and accomplishments of students in their final year.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

In 1988, the School Without Walls adopted our “Humanities” integrated curriculum. In place of English in each of the four years at SWW, literature is connected with history, the arts, music, and dance, using primary source materials in context. Teachers across disciplines regularly collaborate on long-range lesson plans, and students begin to see the interconnectedness of their different academic subjects.

Humanities I focuses on ancient civilizations and cultures, and introduces a broad, global perspective. Humanities II focuses on American Studies from arts and literature through Reconstruction. Humanities III focuses on the peopling of America, dealing with questions of immigration and a focus on contributions of “outsiders.” Humanities IV returns us to the global village of the 20th and 21st centuries.

“Humanities” is an excellent foundation for post-secondary studies with a basis in American and World literature. Students learn to write in each of the rhetoric modes with particular emphasis on the use of ethos, pathos, and logos.

Beyond the required humanities courses, the themes of “reading and writing across the curriculum” are embedded in all the academic courses at **SWW**. History, foreign language, and even math courses all involve challenging reading and writing. Students write papers in all academic disciplines. All academic disciplines require summer readings.

“Techniques of Writing” is a required semester course in one of the student’s first two years. It is aimed particularly at students reading below grade level and focuses on basic elements of grammar and composition. It becomes a foundation course in writing style and structure. We also provide a remedial half credit course called “E-29” to help students who read below grade level with reading comprehension. The SWW after school-program provides additional opportunities for support for struggling students.

3. **Additional Curriculum Area:**

Our Social Studies curriculum and approach, together with our internship and senior project programs, reflect the philosophical emphasis that students associate with the School Without Walls. We speak of an overall theme at SWW of “the city and world as a classroom” and these offerings illustrate that theme.

Ninth graders take World History and Geography Part I. Teachers supplement the textbook with college-level primary source readings. Tenth graders have the option of AP World History in place of World History and Geography Part II. Juniors choose between US History and AP US history, and seniors take either US Government and DC History or AP US Government & Politics with AP Comparative Government & Politics second semester. In addition we offer social studies electives in Street Law, and Constitutional Law and AP Art History, AP Human Geography, and AP Psychology. Each year almost one half of the student body is enrolled in at least one AP course.

A unique feature of the SWW required curriculum is the senior project in the student’s final year. Students have three years to think about a project idea that is sufficiently motivating and worthy of a senior thesis. Every student has a senior project faculty advisor who might come from any of the academic departments in the school, not just social studies. The senior project is expected to involve an original thesis topic, primary source and experiential research, a professional written thesis, and a public presentation of the completed work to the wider SWW community.

4. **Instructional Methods:**

From the introduction that students receive during the 9th grade summer bridge program, through the consistent messages that teachers reinforce in classes, **SWW** students learn that the school expects certain standards in academic work.

- Zero tolerance for homework not turned in on time, students not in class on time, or plagiarism.
- Required “technical writing” semester course.
- Students must manage workload and keep track of assignments because classes do not meet every day (modified, rotating, block schedule).

While the standards for student academic responsibility are high, a safety net of adult and peer support for responsible and self-motivated student behavior and skill is built into the fabric of the school.

- High ratio of counselors to students (1:115),
- Structures support for students on academic probation,
- Weekly “advisory” meetings,
- “Homework lab” quiet space after school
- Daily after-school tutorials for students falling behind,
- Gilder Lehrman Saturday scholars and AP Saturday Academy programs
- 9th grade bridge program

Adults are available for advice and assistance to students, in and after class, in their advisory, during lunch, before and after school.

The cultural goal at SWW is getting students ready for college. Note taking skills are emphasized in 9th grade. In all subjects and grades, teachers emphasize the skills involved in making and using arguments, problem solving and use of sound logic. Teachers encourage self-directed learning, and use college level supplemental readings. Teachers incorporate strategies that utilize three learning styles in each lesson and develop tests that include writing, not just multiple choice questions.

SWW uses the city (world) as our classroom. Teachers conduct a minimum of two field trips each school term, including author/speaker visits. Teachers take advantage of our location downtown, the subway or busses to explore the nation’s capital during class time.

5. **Professional Development:**

Since the expansion of AP classes has been an emphasis at SWW, teachers receive AP training every year in the summer. The prevalence of AP training across all departments has created a common language across departments and a network of academic relationships across the country. We are using the AP standards as the basis for vertical alignment of the curriculum across all four grades.

Our renovated, 21st century school facility has Promethean boards and laptop computers for each teacher. Each teacher has received technology training delivered by the providers of the technology.

SWW teachers take advantage of free tuition for coursework at George Washington University most of which is focused on the academic subjects the individual teachers teach.

The new IMPACT teacher evaluation system has become a professional development exercise for all teachers. Mentor teacher evaluators assigned to each **SWW** teacher observe classes and provide feedback and a rating of the teacher’s professional teaching skill. A rubric is used, and all teachers are learning a new language to describe the quality of teaching. As a result of the IMPACT training, every teacher understands that the purpose of the lesson should be obvious to any visitor walking into the class at any time, objectives and lesson plan are on the board, homework is purposeful, students are on task and teachers have learned to notice any and every student who for any reason is not engaged in the lesson. In that sense, every class period of instruction has become a potential professional development opportunity.

6. School Leadership:

The leadership emphasis and philosophical commitment at SWW is one of high expectations. Once we accept a student, our commitment is to create a structure of supports to help that student achieve collegiate level academic success. That means a strong safety net for every student without all the requisite academic skills and habits. We assume a high degree of professionalism from the teaching faculty. The approach of the administrative team is to capture the talents of a strong teaching staff and to provide those teachers with the tools and proper climate they need to help students produce at a high level. We trust our students and our teachers, rather than micro-managing their work, unless they show they cannot handle it on their own.

Leadership structures: a. The administrative team consists of the principal and two assistant principals, one of whom won DC administrator of the year award from NASSP. The team brings over 35 years of administrative experience in other districts and DCPS and abroad. In addition, school counselors and special-ed coordinators meet at least weekly.

b. The school leadership team adds academic department chairs, and the media specialist. It meets bi-weekly.

c. Each academic department meets every two weeks as does each grade level faculty.

d. The faculty is represented by an elected School Chapter Advisory Committee (SCAC) which meets monthly or as needed.

e. The Local School Restructuring Team (LSRT) is made up of elected representatives of the faculty, staff, parents, students, and administrators. It meets monthly and reviews the academic program, school budget, and any new initiatives or emphases.

f. Communications with the SWW community as a whole take place through the recently improved web site, email listserv with bi-weekly electronic bulletin, and frequent connect-ed (robo calls to parents and the SWW community).

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: DC CAS

Edition/Publication Year: 2009

Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	94	93	84	77	90
% Advanced	19	21	13	16	0
Number of students tested	104	114	98	85	96
Percent of total students tested	100	100	96	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	87	78	70	80	82
% Advanced	27	11	10	20	0
Number of students tested	30	18	10	10	11
2. African American Students					
% Proficient plus % Advanced	93	90	77	67	88
% Advanced	19	21	13	16	0
Number of students tested	72	81	53	55	63
3. Hispanic or Latino Students					
% Proficient plus % Advanced	92	100	100		
% Advanced	17	20	18		
Number of students tested	12	10	11		
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	93	94	96
% Advanced	53	70	67	56	0
Number of students tested	15	20	29	17	23

Notes:

The largest sub-group is African American, the other largest is White. Special Education and Limited English proficient populations do not meet the reporting criteria of 10 or more students in any year to comprise a sub-group. Latino sub-group does not meet the criteria for 2005 or 2006. % Advanced not reported in 2005 for subject areas. Only overall proficiency was reported for 2005.

Subject: Reading
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Grade: 10 Test: DC CAS
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	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
ELA	98	93	90	92	76
ELA	20	21	13	16	0
Number of students tested	104	114	98	85	96
Percent of total students tested	100	99	96	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
ELA	90	89	90	100	73
ELA	37	11	10	30	0
Number of students tested	30	18	10	10	11
2. African American Students					
ELA	96	93	82	89	73
ELA	38	31	10	30	0
Number of students tested	72	81	53	55	63
3. Hispanic or Latino Students					
ELA	100	100	100		
ELA	42	30	36		
Number of students tested	12	10	11		
4. Special Education Students					
ELA					
ELA					
Number of students tested					
5. Limited English Proficient Students					
ELA					
ELA					
Number of students tested					
6. Largest Other Subgroup					
ELA	100	95	97	94	92
ELA	80	60	70	77	0
Number of students tested	15	20	29	17	23

Notes:

The largest sub-group is African American, the other largest is White. Special Education and Limited English proficient populations do not meet the reporting criteria of 10 or more students in any year to comprise a sub-group. Latino sub-group does not meet the criteria for 2005 or 2006. % Advanced not reported in 2005 for subject areas. Only overall proficiency was reported for 2005.