



# PART I - ELIGIBILITY CERTIFICATION

11DC1

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11DC1

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 63 Elementary schools  
 (per district designation) 13 Middle/Junior high schools  
18 High schools  
0 K-12 schools  
94 Total schools in district
2. District per-pupil expenditure: 8945

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	9	11	20			6	0	0
K	23	21	44			7	0	0
1	24	17	41			8	0	0
2	27	26	53			9	0	0
3	27	19	46			10	0	0
4	19	25	44			11	0	0
5	14	13	27			12	0	0
<b>Total in Applying School:</b>								<b>275</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
7 % Asian  
8 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
72 % White  
5 % 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 2009-2010 school year: 7%

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, 2009 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2009	270
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 16%  
Total number of limited English proficient students in the school: 44  
Number of languages represented, not including English: 17  
Specify languages:

Amharic, Arabic, Chinese, Croatian, Farsi, Finnish, German, Greek, Italian, Korean, Japanese, Polish, Portuguese, Russian, Spanish, Swedish, Urdu

9. Percent of students eligible for free/reduced-priced meals: 4%  
 Total number of students who qualify: 11

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%  
 Total number of students served: 12

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>29</u>	<u>3</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: 21:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	98%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	7%	30%	7%	7%	15%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

At only thirteen "teachers of record", the departure of two teachers equals a 15% turnover rate. In 2008, one teacher moved into an instructional coaching role, one moved to a partner school in the District, one relocated for marriage, and one took an extended maternity leave.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Horace Mann Elementary has provided quality education to the children of the District of Columbia for over seventy-five years. An outstanding neighborhood public school, we also contribute to the larger reform effort of our district. Mann is one of nine schools participating in a semi-autonomous zone, the **DC Collaborative for Change (DC3)**. Diverse in location and performance level, this network of school educators and leaders are united by similar philosophy and by a commitment to share resources, professional development, and instructional practice as a means to strengthen student performance and build capacity for powerful teaching and learning in our individual schools and across the city.

On campus, Mann combines the intimacy of a one-room schoolhouse with a progressive educational program steeped in reflection and research. Teaching for multiple learning styles, honoring academic choice, and offering flexible assessment options are cornerstones of our philosophy. We value each child's unique learning style and embrace our students' passions. Teachers see themselves as learners, looking to experts down the hall and across the country to guide our development. Through collaboration, inquiry groups, and peer coaching, we generate meaningful growth within our own community's walls. American University, Teachers College Reading and Writing Project, and the Northeast Foundation for Children are long-time partners, signaling our deep investment in sustained adult development.

We create an environment that is both emotionally and physically safe, guided by The Responsive Classroom. This social curriculum is of utmost importance to our community, and its consistency, from year to year and classroom to classroom, serves all of our children as they grow. Visible is a creative learning environment that stresses social and physical growth along with solid academic achievement.

Historically, our school has served students in PreKindergarten through Sixth Grade. A PreK-Fifth Grade structure was introduced during the 2010-11 school year to align with the District shift from junior high to middle school. Our graduates At Mann, our students hail from over 60 countries, making all children a part of a dynamic multi-cultural and multi-lingual community. From our Celebration of our Global Family, to heritage projects, to before and after-school language learning classes, students are constantly reminded that they are members of a community where diversity is accepted and celebrated. Mann students' understanding of identity and social justice issues is pushed by the work of our Diversity, Equity, and Social Justice for Kids (DESK) group. We strive to help children see what they can do to serve others, near and far.

**Serious about teaching and learning, we believe our school community must be a place of joy!**

Gathering traditions ground us. Our week begins with students, faculty, and parents gathering outside for *Greet the Week*, and ends with a whole-school *Morning Meeting*. Gardening in our all-season beds produces lessons in cooperation, environmental science, and eating local! We embrace game playing (among adults too!), academic choice, and the arts. Children love starting the year with our Annual Family Picnic, relish in the musical and spring salad parties, and clamor for our faculty-inspired Centaur Celebration Days. We believe that time together fosters the strong sense of belonging and connection that unites us all, as learners and friends.

### 1. Assessment Results:

Since 2005, formal assessment of student achievement at the elementary level in the District of Columbia Public Schools includes the District of Columbia Comprehensive Assessment System (DC CAS) which is administered every April. A summary of the DC CAS follows the discussion below and school and District results can be accessed from the OSSE website at [http://nclb.osse.dc.gov/dccas\\_reportcards.asp](http://nclb.osse.dc.gov/dccas_reportcards.asp)

Additional District sponsored assessment tools include the District of Columbia Benchmark Assessment System (DC BAS), GOLD (ECE), DIBELS (K-2), ACCESS for ELLs and Achievement Network. The school has consistently administered the National Assessment of Educational Progress (NAEP) in alternate years in 4<sup>th</sup> grade. School level performance data, however, is not made available.

In the primary grades, Mann exercises its granted autonomy to substitute a leveled reading assessment program (Fountas & Pinnell) for DIBELS. This decision is driven by our desire to use an assessment tool that matches – and therefore informs – our teaching. While monitoring our developing readers' decoding and encoding growth has value, we are equally committed to charting their progress as readers who seek meaning in all they read. Three formal reading level assessment sessions are complemented by frequent informal data collection as well.

After four years of participation in the District's benchmark program (DC BAS), the school elected this year to participate in an alternate assessment program (ANet) which provides quarterly tests AND a supported process for analyzing and planning from collected data. Our motivation was our desire to move from our pattern of data analysis to a new paradigm of data analysis followed by action. Formalized first in action planning with data received from the scheduled assessments, the goal is to build our teachers' facility with a **data-embedded planning cycle** that includes multiple forms and sources of evidence of progress and multiple actions in response. Our intention is not toward large shifts in curriculum or method, but rather in small, finely tuned actions which benefit student growth.

A review of available DC CAS data as presented in the table leads us to recognize:

- our small testing cohort requires caution when looking for trend data; one or two performances (high or low) can swing the percentage considerably
- our small – and often non-existent – percentage of students scoring Below Basic provides evidence that **all students** benefit from and demonstrate growth within our instructional program
- performance overall is generally stagnant (small variations up and down), with modest increases in math proficiency as a result of increased professional development time and focus
- the steady success of student performance in the 2010 school year is notable in that four of the six teachers at the testing grades (3-6) were new to the building and three of the four were in their first year of teaching; this suggests a strong system of support

The school additionally analyzes the data by looking at performance *across* students' testing years (3<sup>rd</sup> grade to 5<sup>th</sup> grade). It is our expectation that greater numbers of students achieve proficiency and at advanced levels each year they progress across our grades. When applied to our graduating 5<sup>th</sup> graders (09-10), we see reading proficiency gains in reading from 81% in grade 3 to 92% in grade 4 to 95% in grade 5. In math, we see a progression of growth from 80% (grade 3) to 96% (grade 4) to 100% (grade 5). The percentage of students achieving advanced performance followed a similar positive pattern.

Subgroup information is limited due to cohort size at Mann. Our 2010 data does report a gap of 15% between total student and African American subgroup performance. The reading gap is mirrored in the % advanced (32% vs. 8%) as well, but is not seen in mathematics. Actions to address this and any subgroup or student performance gap include:

- extension of support from ELL and SPED resource providers into the general ed classroom
- ANet action planning which focuses on a recursive, multi-day reteaching model
- increased attention to how new families are welcomed and supported across the year
- structures to support students and families of color (e.g. affinity groups)

#### DC CAS Summary

- Students in grades 3-5 are tested in Reading and Math.
- Students in grade 4 take a Composition test; students in grade 5, a test in Science.
- Reading, math and science tests include multiple choice and constructed response questions.
- Reading and math testing is generally accomplished across 4 days.
- Although guidelines for testing time are given, the DC CAS is not a strictly timed assessment. Students are given reasonable additional time as needed.
- All students in grades 3-5 take the math test. All students except ELL students in the country less than one year take the reading test.
- Accommodations based on IEPs and ELL proficiency include alternate time, alternate and small group setting, breaks, and read aloud (math test only).
- An alternate test (DC CAS-ALT) is available for students with severe cognitive disabilities as eligible. Mann has no eligible students.

## 2. Using Assessment Results:

Assessment tools are used by Mann teachers to improve and evaluate our teaching performance and to identify and grow levels of student proficiency. **This year's primary professional focus has been to strengthen our capacity to apply evidence of student progress to planning for instruction** (cultivating our **ESP**). We used school-based dollars to voluntarily participate in an alternate set of paced assessments for tested grades. Eager to engage *all* staff in this planning-from-data process, we both mirrored the work of these intermediate grade educators in our primary grades *and* created intentional structures which multiple adults can both contribute to and plan from (e.g., Googledocs which share current reading level data; posted multi-day action plans which make learning goals and steps explicit to supporting teachers (ELL, SPED)). Among our evaluation strategies are informal and teacher-created assessments beginning in Pre-K with observation and documentation through real-time note taking and videography. In grades K-5 we confer daily around curriculum content emphasizing student investment in their own learning. School-wide use of informal assessments (e.g. exit slips, hand-held demonstration boards) inform adults and students whether reteaching is required.

For the past five years, our school has employed a unified method of teaching reading that is structured around the Fountas & Pinnell Leveled Literacy Index. This program emphasizes **pre-assessment** in order to ascertain individual reading levels for each student. Pre-assessment ensures that teachers guide students

towards appropriate reading materials. All classrooms have substantial classroom libraries with leveled and non-leveled texts which support choice as well as *match*. Leveled book baskets are similarly available in the school library, a direct result of communication and collaboration among classroom and library staff. Each student receives on-going assessments to monitor progress, document growth, and guide teaching decisions.

Of primary importance across the curriculum is the students' role in becoming a successful learner with the ability to recognize when additional instruction is needed. Students learn to identify their level of mastery through frequent application of rubrics, both teacher and student created, and reflection. At least once each year they lead their own family conferences, evaluate their performance, and articulate areas for growth.

We teach students early that self-assessment fosters self-knowledge. We are developing a skill that is vitally important to their futures - the ability to think critically and analytically. Beginning with self, this skill will transfer to real-life situations.

To support our special populations - before formal identification procedures are begun - all members of the school community gather weekly to discuss and inform one another about concerns regarding specific students. Here teachers share both knowledge of the *student* as well as knowledge of *method* (differentiation practices, response to behaviors). The follow-up from these discussions may be observations and individualized screenings that assess specific learning needs. Decisions are subsequently made that lead to individualized instruction and/or possible referrals for specialized services.

### **3. Communicating Assessment Results:**

Horace Mann recognizes the importance of collecting myriad kinds of data – and of sharing it with colleagues, families, and students themselves. More than numbers, this data becomes a tool for measuring teacher and student outcomes across many areas of development.

Our school community fosters a strong relationship with families. Each year begins with a conference to discuss parents' hopes and dreams for their children. Parents, teachers and children revisit these goals throughout the year through conferences and end of advisory reflection. Frustrated by the inadequacy of the traditional report card, Mann teachers include several attachments to the required quarterly report which more accurately and roundly convey concepts taught, understandings developed, and goals met or still to be achieved. These regularly include a narrative describing curricular objectives taught within the assessed period, unit specific rubrics showing writing development, self-portrait sketches, and detailed individualized comments.

We actively strive to provide families with more authentic venues for witnessing growth, including regular participation in end of unit celebrations such as publishing parties, culminating projects, and student-led conferences; required signature on rubric expectations when launching a new unit as well as on end of unit assessments; participation in contests such as Math League and Letters about Literature; and presentations such as our musicals and constantly updated art displays (electronic and actual). All of these demonstrations provide evidence of student growth within and beyond the community.

As we individualize and expand reporting of informal data, we go beyond the norm when reporting more formalized assessment data as well. This includes proficiency rates on mandated testing (PreK, Grades 3-5), as well as performance on other benchmarks such as attendance, retention data (students), attrition data (faculty), highly-qualified status of faculty, and efficient use of school funds. Stock letters provided by the District (for example prior to testing, after testing, regarding teacher quality) are rarely used but serve to inform those crafted specifically by school staff. In addition to the individual Parent Report detailing student proficiency, an analysis of group proficiency trends is shared with the entire PreK-5 community. This data becomes the basis for school improvement planning and responsive budgeting. PTA and Principal sponsored public meetings (4 each for a total of 8 across the year, plus monthly leadership team meetings) create opportunities for dialogue and clarification.

Making information about students as learners accessible to the multiple adults who support instruction in our classrooms has been a particular area of focus in the last two years. Structures like shared anecdotal records, shared googledocs, weekly Conversation@Children meetings, and multi-day action plans for strategic small group instruction make our next steps transparent to all. Continuing to develop these shared means for communication is our goal.

#### **4. Sharing Lessons Learned:**

Horace Mann has consistently served as a model for balanced literacy instruction within and beyond the District of Columbia Public Schools. From 2003 to 2006, we partnered with the Teachers College Reading and Writing Project at Columbia University. In addition to sustained training in New York, we were fortunate to have coaches from The Project provide embedded professional learning around strategies for teaching reading and writing in our classrooms. As a result of this rigorous and focused training, continued now under a model of school-based coaches and teacher leaders, we have a well-articulated model of practice to share. Our past principal started Teachers Institute, a group dedicated to supporting balanced literacy work in the District through embedded teacher training. We became a model school for Teachers Institute, inviting teachers and principals from across the city into our classrooms and creating partnerships to share our work and learning with other teachers. We continue to support visits from private and public school educators and American University (AU) classes of pre-service educators (nearly forty educators so far, just this year).

We serve as a Professional Development School for American University, offering placement for **over forty** practicum and student teachers in the past five years. A majority of these teachers-in-training accept jobs in public schools within the DC area. Additionally, across the last decade four staff members have served as adjunct professors at American, with one teacher hosting her graduate course in her own classroom as a way to locate learning about elementary literacy in the most appropriate setting possible: an elementary literacy classroom.

We are a founding school in the **DC Collaborative for Change (DC3)**, a collection of ten schools whose shared mission is to leverage collaborative action to advance student achievement in DC schools and create schools that are inspiring places to teach and learn. As a part of the Collaborative, we host grade level summits, targeted support “blitzes” in our lowest performing schools, and teacher-led inquiry groups; we create units collaboratively in reading and math and share coaching and teaching templates as well as best practices and strategies in the Responsive Classroom. The result is progress toward closing the gap among *both* adult and student learners. There is ample room for teacher-led initiative in the DC3. Our first grade teachers meet monthly to share ideas and discuss questions. In between, they participate in an active email group, sharing lessons that have worked well and asking for advice across schools. To unite students and families as learners together, we they host cross-school events, like poetry festivals, pen pal partnerships, and shared field trips.

For over a decade, our schoolyard gardens have been a demonstration site featured on citywide tours. Our teachers frequent host and present at workshops relating to the garden curriculum and its connection to developing both science and personal understanding.

## 1. Curriculum:

Mann's core curriculum is founded on the standards delineated by the District of Columbia's Standards and Teaching Activities for all academic areas at the elementary level. Those standards address and are specific for each grade level from Pre-K through 5th grade in the following areas:

Reading, Writing, Math, Science, Social Studies, Music, Art, Physical Education

As a school, we have chosen strategy-based instruction with a focus on transferable skills as our method of delivery. We endeavor to find a balance between explicit teaching and inquiry based learning in the effort to enable our students to find independence and success through authentic practice. We value choice and student interaction as essential structures for learning. We use a unit- based approach more often than a lesson-based one across all areas of instruction. Through our Units of Study for Reading and Writing, the mini-lesson and workshop model offer authentic contexts and opportunities for learning at an individual level. We make the effort to reduce class size through ½ class scheduling in Art, Science Lab, and Library. This promotes quality learning in those venues as well as in the general classroom.

To support our work using the core standards, we use numerous curriculum resources:

### **Reading and Writing:**

On a school wide basis, teachers utilize numerous Fountas and Pinnell resources to deepen the work in reading and writing and to support our belief in a balanced literacy approach – Leveled Books Lists, Benchmark Assessment Systems, Continuum of Literacy Learning. Teachers follow closely the Units of Study for Reading and Writing developed by Teachers College Reading and Writing Project, Columbia University, and have easy access to coaching in this work.

### **Math:**

Chicago's Everyday Math Curriculum is followed throughout the school. With its practical, real life lessons, math is made accessible to all students and is applicable to their daily lives.

To reach and to challenge high achievers in math, several math clubs allow students to practice their skills with peers and compete on a national level.

### **Social Studies:**

Textbooks supplied by the District of Columbia School System are used as a starting point of reference in Social Studies work. Our work quickly extends, however, into carefully selected read aloud texts and exploration – in the field and through arts integration. *Interact* or *Storypath* simulations are used at numerous grade levels to make historical periods come alive for students as they take on the roles of people living in those particular historical eras. Independent research supported by work in the school Library and time spent at home and in the classroom plays a major role in the Social Studies curriculum.

### **Science:**

In addition to lessons in the classroom, all students spend an hour a week gaining hands on experience with scientific matters in the science lab.

School gardens are planted and tended by students and teachers and are used as outdoor classrooms.

In all areas of study throughout the school, curriculum-based field trips taking full use of the city in which we reside are widely used. Trips include City Council, Capitol Building, Archives, Library of Congress, Natural History Museum, Battery Kimble Park, Potomac River with Chesapeake Bay Foundation, National Zoo, Politics and Prose, Building Museum, etc., and make use of the Metro and city bus system.

### **Social curriculum**

At the heart of our delivery of core curriculum areas to our students is our school's firm belief in providing developmentally appropriate experiences to our students. That belief challenges us to work with our students as future citizens of the world. We provide them with a strong, developmentally appropriate **social curriculum** alongside their strong academic curriculum. Throughout the school and school day we follow **Responsive Classroom** practices: daily Morning Meeting, bi-weekly *All School* Meetings, class meetings, school and classroom established rules and logical consequences. Each year we devote funds from our local budget for ongoing RC training and additional personnel (full time social worker) to support community responsibility and well being. Adults and students (all and a special cadre known as Peacemakers) employ conflict resolution strategies to resolve issues large and small. Our curriculum of caring extends to parents as well. A recent exemplar is our Mix It Up Dinners – potlucks hosted in multiple homes across a weekend with a random mix of parents on the guest list. The intention is to promote the same value of feeling connected and known that we practice daily with our students and staff among our parent community. It works!

### **The Visual and Performing Arts Program**

All students at Mann spend one hour a week in the art studio gaining experience in the use of numerous media including clay, paint, paper, printmaking and more. Fundamentals of the elements of art, art concepts, and subject matter are introduced and connected through units of study and through explorations of art history, cultural traditions, and natural environments. Our school recognizes the wealth of art our city's museums afford through partnership opportunities, such as with The Textile Museum and Phillips Collection. Much like in the museum collections we visit, our student artists' work is displayed across our building with purpose and form.

Despite tight annual budgets, Mann continues to support a **music teacher and curriculum** of music education which emphasizes performance. Students take a leading role in all school assemblies, concerts, and our BIG spring musicals. These provide a tradition of culture and community and an opportunity for personal expression and self-definition.

### **The Physical Education, Health and Nutrition Programs**

We fully acknowledge that physical activity positively affects children's growth and development. In PE (3 times weekly), traditional sporting activities are complemented by new, non-traditional ones that incorporate peer communication and problem-solving skills. Beyond the day team sports (basketball, track) and programs (Girls on the Run, HoopEducation) as well as *daily* recess that promotes both structured and unstructured play create repeated opportunities to attain confidence and promote community across our campus.

The school fosters healthy eating through gardening, salad parties, and cooking. We recently used parent-raised funds to incorporate a **teaching kitchen** into the staff lounge. It is used weekly for projects that promote an understanding of food, nutrition, and diet.

Healthy snacks are encouraged and breakfast and lunch are provided daily. Support for wellness issues is provided on an ongoing basis from the school social worker.

An area of growth for Mann is the incorporation of health and human development curriculum. We have hosted several parents' events but have yet to fully integrate this into the curriculum.

## 2. Reading/English:

Horace Mann Elementary uses a Balanced Literacy approach to teaching reading and writing. The balance we seek is multi-layered. It includes:

- Instruction that targets both the meaning of language (comprehension, word power) and the structure of language (phonics, word families, grammar)
- Instruction that marries the reading and writing processes as two sets of related and transferable skills and sees them as foundational skills for all kinds of learning
- Instruction offered at whole class, small group, and individual levels that addresses commonly needed skills and understandings as well as teaching points specific to each individual learner

To accomplish these goals, teachers at Horace Mann use a *workshop* structure that promotes a continuum of learning from teacher-modeled, to student supported, to independently demonstrated. Key elements are:

- Time for both reading instruction and for students' active reading
- Student choice of books based on genre study, interest, *and* demonstrated reading level
- Direct and focused instruction in the skills and habits necessary to support proficient reading that is organized around "big ideas" and within "units of study" that make sense to teachers and to students
- Opportunities for talk which grow our students' thinking as readers and make it observable
- A sense of community established through shared texts and stories and awareness of commonly developing skills

Our work as teachers of reading is tied to four important sources:

**1. Standards** which identify what students should know and be able to do at every grade level (e.g. "Retell important facts from a story that is heard or read")

**2. Decades of work across the country from educators and researchers looking at what proficient readers and writers do:** our work is informed by bookshelves full of professional texts and programs and our collective years of teaching in a variety of texts; teachers organize their teaching using the Continuum of Literacy (Fountas and Pinnell) and the "Units of Study" authored by researchers and educators from Teachers College Reading and Writing Project.

**3. Our teachers and our students:** by design, workshop teaching is intended to be responsive to the individual and emerging needs of our students; we use *multiple* approaches, not one, and engage *multiple* adults in the equation; we use autonomy in budgeting to secure additional resources for literacy instruction, including a full-time intervention teacher who works solely with Gr 1 and 2 students; a content-specific literacy coach; a Foundations program teacher; an additional ELL teacher beyond compliance ratios.

**4. Our goals for instruction:** as a "gate-keeping" skill, skillful reading demands critical and active thinking work, not a passive journey across a page; we aim to develop readers and writers who demonstrate independence, accuracy, and passion!

### 3. Mathematics:

At Horace Mann, we use DC standards, Everyday Math, and a new resource, Contexts For Learning Mathematics, to develop a rigorous math curriculum for each grade level. We value the way the Everyday Math program consistently transfers classroom learning into real world situations. We encourage students to apply their math skills in meaningful ways through hands on activities and projects. Recent examples include measuring heat-loss through the school's windows, a video presentation of polygons in our world, and written research projects on topics like "Math Phobia" and "The Largest Prime Number."

We have found that transferring the workshop model from our reading and writing lesson structure delivers math content in a way that offers both familiarity of process and appropriate emphasis on strategy application. While proficiency levels are strong, our data suggests that our current model is not advancing all learners to new levels of mastery. To address this, we have been infusing a new constructivist model within our current program. In small student-led groups, mathematicians are presented with a problem to solve. Working from what they already know, students discuss and show their mathematical thinking on a poster that presents their new idea to the class. The teacher's role is as thoughtful facilitator and all students have access to the new material at their own level. We have adopted this model from the Contexts for Learning Mathematics program. Our teachers will expand their practice this summer via a unique PD embedded math camp we are hosting in partnership with an area independent school.

Teachers monitor mastery of taught skills with Everyday Math as well as Achievement Network (ANet) resources. Data from our short cycle assessments is analyzed and used to create action plans for individual, small, or whole group reteaching. Misunderstandings are addressed using a multi-day, tiered plan (reteach, apply, lift). Our advanced learners are members of the Mann Math Team. Under the guidance of an instructional coach and parent leader, these students practice with complex multi-step math problems in order to compete in meets along with other National Continental Math League schools from around the world. For *any* student who enjoys math and wants more time to play with it, we have the Mann Math Club at lunchtime where children interact with math games and tricky puzzles in a non-competitive and collaborative environment.

### 4. Additional Curriculum Area:

To invest children in both their learning and their community, we have spent a decade developing a science program which develops students as **environmental stewards**. Our thematic garden beds cross all disciplines, teaching students about plant and animal life cycles, soil studies, and wildlife conservation. Students are active participants in the annual planting cycle which produces salad fests, and stir fry parties, some with the help of professional chefs or our own weekly farmers' market that sells locally grown produce to our community. Students conduct tree inventories and bug surveys, and use our pollinator gardens to raise and release butterflies in partnership with the Monarch SisterSchools Restoration Project. Students sustain our garden by helping maintain the composters and rain barrels, and prepare an annual environmental report card.

During our three-year partnership with the Alliance to Save Energy, students conducted a detailed energy audit at the school and made recommendations on ways to save energy. Students created a portable energy audit tool kit available for home use that we have presented at PTA meetings and Earth Day festivals. Our school has won citywide awards from the data collected on our school's energy usage and our student-designed website.

Our proximity to the Potomac River and the Chesapeake Bay creates opportunities for students to study our local geography as well as debate conservation issues of sustaining our local watershed. Our water study begins in 2<sup>nd</sup> grade with an exploration of our neighborhood stream. We visit the same observation site several times to sketch, collect data, and rate the stream's quality with a report card. These localized studies continue in the Intermediate grades as students return to another creek and complete multiple week micro-invertebrate water quality testing. Students analyze their data by constructing their own questions about the information gathered. As a culmination, 5th graders complete their studies by

analyzing the year-by-year change in the data established while at Mann. Students are encouraged to think broadly about their effect on the wider watershed during field trips that connect them to the Chesapeake Bay. Field trips include a visit to Hard Bargain Farm to conduct water quality testing, seining fish at the Smithsonian Environmental Research Center, and observing plankton aboard the Chesapeake Bay Foundation's Potomac River Boat. All of these trips serve to dovetail classroom learning about a local environment to questions about the health of our wider watershed.

Our science program is intentionally designed to mesh the scientific process of discovery to real life applications of learning. With our learning gardens, investigatory labs, and fieldwork, we prepare students to become environmentally literate and committed to their role in the community.

## **5. Instructional Methods:**

The signs of Mann's long history as a school enriched with cultural diversity are many. Embassy and World Bank families are led to our front door as we have earned a reputation for welcoming and effectively serving international/non-English speaking families. It is evident in the array of international cuisine seen in our lunchroom and in the sounds of students switching seamlessly from English to their heritage language as they reunite with family at the end of the day.

As telling, however, is our teachers' commitment to learning about the host of strategies which come under the umbrella of "scaffolds" for individual learners. Whereas most schools across the country boast of working diligently to demonstrate the belief that *all children* deserve access to the kind of approach usually reserved for "the gifted", we at Mann work **just as diligently** to demonstrate our belief that *all children* deserve access to the kind of approach usually reserved for "special populations" like ELL and SPED students: personalized, targeted instruction that builds from strengths and supports areas of challenge. Our classrooms are filled with choices and accommodations that address our students' learning styles and levels of mastery. Examples include: leveled classroom libraries; work stations at tables, in corners, on rugs; stashes of slant boards and clipboards; ready turn-and-talk partners; lesson objectives that are introduced in visual, aural, and oral ways; charts that incorporate cues like color change, picture representations, and organizers; recognition of students' need for movement; posted schedules; response wipe boards; adaptive technology (Neo, laptop); and more.

**In its simplest terms, we strive to be the kind of school that adjusts and conforms to our student learners who we recognize are unique and dynamic, not a school that requires *them* to adjust to a fixed, static approach or perception. This is an enduring pursuit, and it requires both a commitment of attitude and aptitude for differentiation and communication.**

We have chosen an instructional model that emphasizes **strategy development** over discrete skill work. In this way, students within a 2<sup>nd</sup> grade classroom with reading proficiency levels that span seven Fountas & Pinnell levels (or @ two years), can apply a strategy into the "just right" text that matches them as a reader. Our strategy work calls upon students to *apply* their developing understanding in multiple contexts, not fixed ones like common worksheets and basals.

We have chosen an organizational model that emphasizes **collaboration** among adults. With nearly 90% of our budget devoted to human capital, our small learners have access to many tall ones – from ELL and SPED supports, to instructional assistants, intervention teachers, and science specialists. A chief goal across the last three years has been the coordination of planning (time and tools) so that each adult is contributing in informed and purposeful ways.

## **6. Professional Development:**

At Mann, we believe in the infinite capacity of learners – from those who make up a class roster to those who lead one. The same principles of learning apply. We understand that learning builds on a continuum and our work in professional development is informed by the areas that challenge us as well as our areas of expertise.

Just as our instructional plans emerge from evidence of student understanding, our PD plan is responsive to the student work that our teachers bring to the table. On-site content coaches offer grade level curriculum planning, pouring over student work with high-level discussions about the depth and breadth of our guiding standards and how to make that content accessible to each student. Last year, we decided to re-emphasize the importance of careful study of student work to inform planning. We started a school-wide initiative that we named ESP – Evidence of Student Progress, and created a weekly afternoon block where we focus on student data collected from standardized assessments, conferences and observations, classwork and projects. While in the past, we have been comfortable *gathering* data, our work this year focuses on responding to it.

We value choice and autonomy as important factors in keeping our learners engaged and invested. Based on an analysis of data, teachers select coaching cycles in an area of need or on a strategy they would like to introduce in their classroom. This year, we are piloting Peer Partnership Cycles, as well. Teacher partners come together around a similar structure such as accountable talk to initiate their own plan for professional learning. Within the building, expertise is both freely sought and shared.

In addition to our site-based learning, we readily seek partnership with outside experts through conferences, professional reading, and interschool observation. The priority of making local and federal funds available for coursework and consultancy is clear, as is the message it sends to our faculty about their potential for continued growth and their impact on learner success.

## 7. School Leadership:

Inheritance is a good thing. When the current principal arrived on the scene six years ago, she found a school with a clear sense of self. Professional study was the norm as were mutually high expectations among the stakeholders – parents, community members, faculty and children. Students regularly exceeded performance goals.

Though nearly one-third larger in population than when she arrived, Mann continues to be a small school staffed by a single administrator and front office worker. The school has both a parent/staff advisory team (LSAT) and an active PTA board. A small PD team guides goal setting and reflection among colleagues. Despite near-constant action, we strive to make our way up to “the balcony” for that all-important view! Decisions are nearly always made with input from stakeholders and a climate of shared trust pervades.

Our small size truly makes the overarching goal of the school leader – **that every individual feels known, valued, and connected each day** – an attainable pursuit. It shapes our decisions about how we spend time in classrooms and in faculty conversation. It serves as criteria for the policies and the rituals we construct. Accomplishing this goal means we have learners - tall and small - in whom we recognize distinct strengths, capabilities, and needs. We know them as readers who hoard science fiction under their beds and as stewards of all things green. It means we place a value on learning about the families of our students and the cultures, languages, and traditions they embrace.

The principal has a second driving desire to create conditions across our school community that imbue it - and its members - with a powerful **sense of agency**. With agency, an individual feels empowered to act, to take on what lies before him. With agency, a community recognizes its potential to impart change that answers its own needs but also serves the needs of others. Examples of empowered action include projects like our faculty-led Diversity, Equity, and Social Justice for Kids work, our librarian’s DC Children’s Choice Award pilot which is now a city-wide program, and certainly our contributions as a founding partner in the District of Columbia Collaborative for Change (DC3). Formerly isolated based on economic and geographic differences, our nine schools now collaborate on multiple fronts: leadership, teacher training, utilization of resources, problem solving, and community outreach. We have opened our school and classroom doors wide and both invite and demand a relationship of interdependence that propels us all forward.

We are a **small school with large footprint!**

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: DC-CAS

Edition/Publication Year: 2010

Publisher: McGraw-Hill CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	90	89	75	80	78
Advanced	26	47	33	37	31
Number of students tested	42	45	24	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>NOTES:</b> As test reports cover several years, most recent year is noted.					

11DC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: DC-CAS

Edition/Publication Year: 2010 Publisher: McGraw-Hill CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	96	86	79	91	89
Advanced	36	8	4	20	37
Number of students tested	42	40	24	35	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>NOTES:</b> As test reports cover several years, most recent year is noted.					

11DC1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: DC-CAS

Edition/Publication Year: 2010

Publisher: McGraw-Hill CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	89	96	97	81	88
Advanced	32	54	55	23	50
Number of students tested	37	24	31	31	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>NOTES:</b> As test reports cover several years, most recent year is noted.					

11DC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: DC-CAS

Edition/Publication Year: 2010 Publisher: McGraw-Hill CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	81	91	97	93	91
Advanced	28	33	42	35	55
Number of students tested	36	24	31	31	22
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>NOTES:</b> As test reports cover several years, most recent year is noted.					

11DC1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: DC-CAS

Edition/Publication Year: 2010 Publisher: McGraw-Hill CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	100	79	85	83	95
Advanced	55	50	32	33	75
Number of students tested	22	28	19	24	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>NOTES:</b> As test reports cover several years, most recent year is noted.					

11DC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: DC-CAS

Edition/Publication Year: 2010 Publisher: McGraw-Hill CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	95	97	95	100	100
Advanced	38	30	32	25	65
Number of students tested	21	27	19	24	20
Percent of total students tested	100	95	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>NOTES:</b> As test reports cover several years, most recent year is noted.					

11DC1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: DC-CAS

Edition/Publication Year: 2010

Publisher: McGraw-Hill CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	74	91	79	90	89
Advanced	47	29	53	60	61
Number of students tested	15	21	19	20	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>NOTES:</b> As test reports cover several years, most recent year is noted. Our school changed from a PreK-6 configuration (2009-10) to a PreK-5 configuration (2010-11) to match the structure of elementary and middle grade programs in the District.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: DC-CAS

Edition/Publication Year: 2010

Publisher: McGraw-Hill CTB

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	92	100	95	100	100
Advanced	21	30	42	55	59
Number of students tested	14	20	19	20	17
Percent of total students tested	93	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>NOTES:</b> As test reports cover several years, most recent year is noted. Our school changed from a PreK - 6 structure (2009-10) to a PreK - 5 structure (2010-11) to match a change of configuration in the District.					

11DC1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	89	88	85	82	86
Advanced	36	46	44	36	52
Number of students tested	116	118	93	110	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above	83	90	70		
Advanced	8	27	10		
Number of students tested	12	11	10		
<b>3. Hispanic or Latino Students</b>					
Proficient or Above	92	74	75	80	
Advanced	25	47	33	30	
Number of students tested	12	15	12	10	
<b>4. Special Education Students</b>					
Proficient or Above				50	
Advanced				0	
Number of students tested				10	
<b>5. English Language Learner Students</b>					
Proficient or Above		87	74	71	
Advanced		49	37	26	
Number of students tested		35	19	31	26
<b>6. Asian</b>					
Proficient or Above		94	92	86	68
Advanced		63	46	41	38
Number of students tested		14	13	22	16
<b>NOTES:</b> 5. 2006 disaggregated data not available despite N>10					

11DC1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient or Above	90	92	91	96	94
Advanced	32	23	30	32	53
Number of students tested	113	111	93	110	98
Percent of total students tested	97	94	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Above					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient or Above	75	91	60		
Advanced	8	9	10		
Number of students tested	12	11	10		
<b>3. Hispanic or Latino Students</b>					
Proficient or Above	91	77	92	90	
Advanced	36	15	42	30	
Number of students tested	11	13	12	10	
<b>4. Special Education Students</b>					
Proficient or Above				70	
Advanced				20	
Number of students tested				10	
<b>5. English Language Learner Students</b>					
Proficient or Above		86	84	93	
Advanced		7	21	19	
Number of students tested		28	19	31	26
<b>6. Asian</b>					
Proficient or Above		85	92	91	85
Advanced		21	23	18	31
Number of students tested		14	13	22	16
<b>NOTES:</b> 5. 2006 disaggregated data not available despite N>10					

11DC1