

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mrs. Gail Lynn Main  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Lafayette Elementary School  
(As it should appear in the official records)

School Mailing Address 5701 Broad Branch Rd., NW  
(If address is P.O. Box, also include street address)

Washington, DC 20015-2541  
City State Zip Code+4 (9 digits total)

Tel. ( 202 ) 282-0116 Fax ( 202 ) 282-1126

Website/URL www.k12.dc.us E-mail Gail.Main@k12.dc.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Elfreda W. Massie  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |               |                         |
|---------------|-------------------------|
| <u>106</u>    | Elementary schools      |
| <u>11</u>     | Middle schools          |
| <u>9</u>      | Junior high schools     |
| <u>20</u>     | High schools            |
| <u>      </u> | Other (Briefly explain) |
| <u>146</u>    | TOTAL                   |

2. District Per Pupil Expenditure: \$7,059\*
- Average State Per Pupil Expenditure: \$9,827\*\*

**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. 2 Number of years the principal has been in her/his position at this school.  
20 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	46	37	<b>83</b>	<b>7</b>			
<b>1</b>	43	28	<b>71</b>	<b>8</b>			
<b>2</b>	42	44	<b>86</b>	<b>9</b>			
<b>3</b>	27	38	<b>65</b>	<b>10</b>			
<b>4</b>	34	32	<b>66</b>	<b>11</b>			
<b>5</b>	27	37	<b>64</b>	<b>12</b>			
<b>6</b>	28	15	43	PK	27	33	60
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>538</b>

\*FY2003 average per pupil base funding provided to each local school, with add-ons for grade level and student characteristics.  
\*\*FY2003 statewide local and federal per pupil expenditure amount – with standardized definitions based on the Metropolitan Area Boards of Education methodology.

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>71.2</u> % White                         |
| <u>22.2</u> % Black or African American     |
| <u>3.2</u> % Hispanic or Latino             |
| <u>3.4</u> % Asian/Pacific Islander         |
| <u>0.0</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                           |

7. Student turnover, or mobility rate, during the past year: 1.74 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	9
<b>(4)</b>	Total number of students in the school as of October 1	517
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.0174
<b>(6)</b>	Amount in row (5) multiplied by 100	1.74

8. Limited English Proficient students in the school: 2.7 %  
15 Total Number Limited English Proficient

Number of languages represented: 12

Specify languages: Lithuanian, German, Russian, French, Swedish, Hindi, Spanish, Bulgarian, Dutch, Danish, Chinese, Finnish.

9. Students eligible for free/reduced-priced meals: 2 %

10 Total Number Students Who Qualify

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

10. Students receiving special education services: 4.6 %  
25 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  1  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 11 </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 10 </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>  1 </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
	<u>  1 </u> Emotional disturbance

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>    </u>
Classroom teachers	<u> 26 </u>	<u>    </u>
Special resource teachers/specialists	<u> 10 </u>	<u>    </u>
Paraprofessionals	<u>  7 </u>	<u>    </u>
Support staff	<u>  6 </u>	<u>    </u>
Total number	<u> 50 </u>	<u>    </u>

12. Average school student-“classroom teacher” ratio: 20.6

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance %	94.6	96.9	95.7	96.0	96.4
Daily teacher attendance %	95.5	95.4	95.4	95.2	95.4
Teacher turnover rate %	3	3	24	12	16
Student dropout rate %	0	0	0	0	0
Student drop-off rate %	0	0	0	0	0

## PART III – SUMMARY

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Lafayette Elementary School was established in 1928 in the far northwest neighborhood of Chevy Chase, Washington DC, to meet the needs of families moving into new residential communities located along the Connecticut Avenue corridor. The community is now, as when first established, one of primarily single-family homes. In 1931, the first wing of the building opened. A second wing with connecting areas was completed in 1938. In 1978 the building underwent extensive expansion with the addition of an early childhood wing and the conversion of the original school space to an open space concept. This past summer, with the assistance of the Home and School Association, the library, always the center of the school, was completely remodeled to now incorporate three new learning centers. The school site shares its grounds with Lafayette Park and the Lafayette Recreation Center. The school seeks now, as it did when first established, to provide a special learning environment with talented, dedicated teachers and other staff members supported by an active community body. The school holds a wide reputation in the greater Washington, DC area as a place that nurtures and challenges students to reach their potential.

Lafayette Elementary School currently has an enrollment of 536 students in grades pre-kindergarten through sixth. The school has grown by almost 100 students over the last two years as the surrounding neighborhood has undergone changes prompted by older residents selling their homes to young families with school-age children. A true neighborhood school, 84% of the student body resides in the immediate area. Each morning and afternoon, the streets around Lafayette are full of students walking to school like they did when the school opened over 70 years ago. The other 16% takes advantage of the DCPS out-of-boundary process and obtains places in the school through a lottery.

Lafayette Elementary School is proud of its diversity. Almost 30 % of the student body is part of a minority group. Our children in the English for Speakers of Other Languages Program speak at least 12 different languages. The number of totally bilingual children is close to 50. All children with disabilities are part of a general education homeroom with both pull-out and inclusion services available. Multicultural activities are incorporated in various ways throughout the school year. From early fall, when we celebrate Hispanic culture through the winter and African-American history month, to our yearly pre-kindergarten International Celebration, Lafayette is proud of seeing the world reflected in who we are.

Our mission is to provide creative and developmentally appropriate learning experiences in a nurturing environment. Teachers, parents, and students work together to make this a reality. Using the wealth of community resources available in the Washington metropolitan area, our city becomes our classroom. Partnerships with the Kennedy Center, Washington Performing Arts Society and the Washington Opera bring world-class performers to the school and allow students to attend performances in professional venues. Trips are planned to world-renowned museums and exhibitions. As often as possible our goal is for students at Lafayette to experience something first hand.

We are proud of the strong relationships we have with our parents. With 26 classrooms, we have over 100 room parents. An average of 15 parents volunteer each day at Lafayette. Participation at Back to School Night and Conference Days is high with over 90% attendance. Our e-mail listserv gives us almost instant access to parents at work when a message needs to go out.

For over 70 years, Lafayette Elementary School has sat high on a hill, the center of academic excellence in a neighborhood that values learning. We are always mindful of the trust placed in us to prepare each child for the future. Lafayette is a place where children learn to love to learn.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results

Lafayette Elementary School participates in the District of Columbia Public School assessment program by administering a standardized achievement measure --the *Stanford Achievement Test 9<sup>th</sup> Edition* (SAT-9) each April. Since the first administration in 1998, Lafayette has consistently been one of the top performing schools in the District of Columbia.

In reading, Lafayette students have scored at the highest levels of achievement. In fact, in the spring of 2003, all 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students met or exceeded the system set expectations in reading. Over a five-year period of time our overall NCE scores in reading have remained within a four-point range. Our percentile rank has varied between 88 and 91%.

In mathematics, Lafayette students also show exceptional achievement. Since 2000, each year has shown hard earned growth in our NCE scores. Our NCE scores have increased by over 4 points. Our percentile rank is currently at 92%.

Emphasis has been placed on moving students between performance levels. Since 1999, the total percentage of students in the advanced category in mathematics has risen almost 6 %. In reading, the advanced performance level has recovered from a slight dip, which occurred in 2002, growing 3.4% last year. Last year, Lafayette's scale score averages in both reading and math were at their highest levels since SAT-9 testing began.

During school years 1999-2002, students in grades 1-6 were tested. In spring, 2003, testing using the SAT-9 was optional for students in grades 1 and 2. Lafayette opted not to test students in those grades.

All special education and English language learners participate in testing. Children with disabilities receive accommodations as described in their IEPs or 504 plans.

See the testing reports attached to the end of this application.

### 2. Using Assessment Data.

Lafayette Elementary School recognizes that effective school improvement is based on careful evaluation of assessment information. Teachers in grades 4-6 start each school year by carefully analyzing the previous spring's SAT-9 performance of their classes. Each student's scores are charted to look for strengths and weaknesses, positioning in the performance standards categories, and changes from previous year's results. The use of the Academic Performance Data System has allowed us to quickly evaluate a student's individual performance over time and look for areas of difficulty. This past year, individual reports were shared with students in the fifth and sixth grades. Sharing the results with the students gave them a clearer picture of what was necessary for them to continue to perform at high levels and gave them clear goals to work towards. Assessment data also drives our decisions for staff development. When test information is disaggregated at Lafayette, while our minority students achieve at very high levels, they often do not quite reach the same levels as our white students. This year we have used this assessment information to look at ways of closing the achievement gap, even in students with high performance. Staff development and study groups have worked with the staff on strategies to encourage our minority students to participate in activities and to set standards that are necessary for the highest levels of achievement.

### 3. Communication of Student Performance

Communication with parents is vitally important for developing a strong school-home relationship. From pre-kindergarten through the sixth grade, systems are in place for parents to always be aware of their children's progress. Daily planners, weekly folders, reading logs, and long-term assignment rubrics all invite parent comments. Quarterly grading reports are followed by individual parent-teacher conferences. Attendance rates are so high that not all parents can be accommodated on the school system allotted day. On days before and after the planned conference day, parents continue to arrive to discuss student progress with teachers. Other conferences are scheduled on an as needed basis. The weekly ***Tuesday Bulletin*** keeps parents informed of upcoming activities or issues facing the school. Each June, parents receive information about their child's performance on the spring SAT-9 test. Our September Back-to-School Night, with over 90% of the parents in attendance allows each teacher to share his or her goals for the school year and gives parents the opportunity to ask questions.

Communication to the wider community takes place through several media outlets as well as the DCPS Office of Communications publications. Our local neighborhood newspaper, ***The Northwest Current***, as well as ***The Washington Post***, often highlights the accomplishments of DCPS schools. Website resources like the Academic Performance Data Base System allow anyone with access to the Internet to see local school assessment data.

### 4. Sharing Successes

Lafayette Elementary School recognizes that successful schools have a responsibility to share their strategies and results with others. Recognition as a Blue Ribbon School of Excellence will only strengthen our current efforts at community outreach. We currently serve as a partner school with the George Washington University Graduate School of Education Department of Teacher Education. Interns placed at our school become familiar with our assessment and instructional strategies. We also encourage teachers from other schools to visit Lafayette, meet with our teachers, and carry away proven methods and tools for classroom application. The Department of Teacher Affairs mentors often use Lafayette as a site for viewing best practices.

Lafayette will continue to host district wide staff development events and workshops. Our teachers have always been active participants in district wide initiatives and served as committee members for textbook adoptions and assessment strategies. These activities allow them the opportunity to share our best practices with others in DCPS.

Lafayette will also be proud to announce our recognition as a school of excellence to the wider Washington, DC community. Our accomplishment will become a part of our school literature. Our school marquee will display highlight the accomplishment. We expect that additional interest in Lafayette's programs will be generated following such a prestigious award.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Description of School Curriculum

Based on the District of Columbia Public Schools' standards-based system, the curriculum at Lafayette Elementary School sets high expectations for student achievement. Using content standards that describe what students should know and be able to do and performance standards that describe what excellent work is, students at Lafayette excel in all subject areas.

Reading is at the heart of all we do at Lafayette. Each grade level dedicates 90 minutes for reading/language arts instruction on a daily basis. Additional time is allocated for silent reading for older students and teacher read aloud time for younger ones. Our reading specialist provides support to both individual students as well as classroom teachers to make sure that each and every child at Lafayette is a successful reader.

Mathematics is based on mastery of basic computational skills with a strong emphasis on problem-solving skills. Multiple strategies are presented to meet the needs of all learners. Using hands-on materials and real-life applications, students learn to see the connections between what they are learning and the real world and begin to think with a sense of numbers.

In science, we use the Full Option Science System materials, a research-based program developed at the University of California at Berkeley. FOSS teaches students to appreciate the scientific method, learn scientific concepts, and think critically through their own questions, investigations and conclusions. Using the broad areas of life, physical and earth science along with reasoning and technology, FOSS has turned our students into active science explorers. With only a few minutes of opening discussion, students then begin working with materials and discovering different ways the world works.

Social studies leads the children from the world they know starting with home and community helpers and early map skills in first and second grade to our city, nation, colonial history and finally out into the world in the sixth grade when Africa and Asia take center stage. At all grade levels students learn ideas and contributions of famous individuals and nations, while gaining a wider understanding of the world at large.

We do not forget other areas of the curriculum at Lafayette. Each week every student in the school participates in physical education, music, and the visual arts. Special time with the librarian is scheduled for each class. Our special subject teachers work closely with the general education teacher to make sure that what they are doing is aligned to what is being learned in the classroom. As students learn about Native Americans, the artwork on display in the school has a Native American theme. Music instruction often supports social studies by teaching children songs from different periods in American history. Physical education will use math skills as children graph their progress in developing flexibility or mastering ball-handling skills. Children are taught to see the connections between different curricular areas.

We do not forget the commonly held values that make us a civilized people. Through our Values First character education program, children learn about the importance of respect and responsibility, tolerance and self-control. Our peer mediation program teaches children to work together to find solutions to conflict. Our student council allows children to practice leadership skills. Extra curricular activities such as cross-country and track, math team, student correspondents for the local paper, creative movement and drama allow us to meet the needs of the whole child.

## 2. Description of Reading Curriculum

The underlying philosophy that guides Lafayette Elementary School's exemplary reading program is the knowledge that in order to learn to read, students must be immersed daily in reading, writing and language. No one-way is right for teaching reading to all students, so our reading program strives for balance and variety using research proven methods and materials. Throughout the school, the DCPS adopted Houghton-Mifflin reading series is supplemented by trade books, newspapers, magazines and specific skills series. The DCPS requirement of reading at least 30 books during the year is supported by all teachers. Every child leaves for summer break with a summer reading packet of activities and reading requirements used to start the following school year's activities.

Each day, 90 minutes is allocated in the school day for reading/language arts instruction in grades 1-6. In addition 30 minutes of student sustained silent reading is also placed in the daily schedule. Using assessments provided by the basal reading series, a prescriptive approach to reading takes place by regular monitoring of each student's progress by the classroom teacher and the reading specialist. A designated amount of reading time is built into most teachers' daily homework assignments. Classroom libraries are well stocked with materials spanning approximately 4 years in grade levels.

Our accelerated readers are provided additional challenges through the use of Junior Great Books, monthly Book Clubs and individual class projects. Students needing additional support meet with the reading specialist for specific skill instruction. Special attention is placed on students who are close to advancing performance levels in standardized testing. Sharing this fact with these children served as an incentive in improving individual testing performance this past year.

## 3. Description of Math curriculum

Lafayette Elementary School uses the McGraw-Hill Mathematics series for students in grades K-6. Based on the National council of Teachers of Mathematics published *Principles and Standards for School Mathematics*, it uses the 10 standards, or descriptions of what mathematics instruction should enable students to know and do as it basis. The program helps students develop proficiency in conceptual understanding, computational and procedural skills, and problem-solving ability. Using an extensive range of manipulative materials, multiple strategies are used so that all children are successful in developing both conceptual understanding as well as computational proficiency. On going assessment is a part of the program as well as spiraled review. The Lafayette math specialist works with each classroom on a bi-weekly basis, teaching both students and teachers new strategies and techniques. This is our third year to use this series and each year we have seen growth in overall school performance.

In addition to classroom instruction, additional opportunities are offered to students who are highly able in math. Lafayette participates in the MathCounts program and AMC-8 competitions. Four mornings a week students in grades 4-6 meet with the math specialist to practice new skills and discover new math concepts as part of their preparation.

## 4. Differentiating Instruction

Lafayette Elementary School is committed to meeting the academic needs of all students. We know one way of reaching that goal is limiting class-size. Even with current budgetary constraints, class size averages just fewer than 21 students per class. Our commitment in first grade gives us classes of 18, so that each beginning reader can get the attention he or she needs to be successful. In addition, we have resource teachers in math, reading, special education, and English language acquisition, to meet the needs of children identified eligible for their services.

Children in grades 4-6 experience some team teaching to allow teachers to work in the areas of instruction they consider to be their strengths. Classroom teachers utilize all kinds of grouping strategies and instructional activities so that the learning styles of all students are met. Cross grade activities are planned, allowing for positive interactions between children who otherwise would not see each other during the school day. Older students serve as reading buddies and work helpers learning the truth that you do not really understand something until you try to teach it to someone else.

Children with more intensive needs are identified during the school year and receive more individualized attention. The reading specialist works with small groups of students who need specific skill reteaching or reinforcement. Information is shared with classroom teachers to allow them to better group students and design learning activities that best meet individual needs.

## 5. Professional Development

Professional development at Lafayette is driven by a strongly held belief that as a learning community, we must all be active learners. Each year, staff members both individually and as a wider group devote significant amounts of time to increasing their skills and teachers and understanding of new research and its impact on student achievement. Almost every staff member participates in a professional study group. Our two groups have focused their studies this year on achievement gap issues and integrating arts into the general education curriculum. Meeting monthly, they do intensive reading and conduct serious discussions, sharing information with the total staff at staff meetings. Individual teachers are supported in attending outside of school workshops related to these two areas of interest.

Our community partners and school system as a whole sponsors other professional development activities. We are an In2Books school and teachers in grades 2 and 3 take extensive training in connecting literature to writing as they study different literature genres and the use of pen pals for writing activities. We are a Kennedy Center partner school and teachers participate in workshops there in arts integration. Our early childhood program has participated in the Wolf Trap Center for Early Education school based program where artists work with teachers in developing a repertoire of techniques using music and movement to teach early literacy and math skills. The DC Commission on the Arts is sponsoring two staff development days this year on using multiple intelligences to reach all students. These activities have been very well received by staff and evidence of implementation is evident in individual classrooms.

# PART VII - ASSESSMENT RESULTS

## LAFAYETTE ELEMENTARY SCHOOL SAT-9 DATA

Grade 3 Test Stanford Achievement Test--Reading

Edition/publication year: 9<sup>th</sup> Edition, Select/1996 Publisher: Harcourt

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

### Grade 3 Reading

	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing Month -- April					
<b>SCHOOL SCORES</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	94	99	98	100	98
At or above proficient	88	82	92	96	95
At or above Advanced	58	53	60	58	63
Number of student tested	72	68	48	57	63
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Subgroup Scores</b>					
1. African American					
At or above Below Basic	100	100	100	100	n.a.
At or above Basic	85	95	92	100	n.a.
At or above proficient	85	42	83	100	n.a.
At or above Advanced	30	16	33	25	n.a.
2. White					
At or above Below Basic	100	100	100	100	100
At or above Basic	98	100	100	100	100
At or above proficient	90	98	97	94	100
At or above Advanced	69	70	71	76	69
<b>District of Columbia Scores</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	67	65	66	72	68
At or above proficient	31	29	28	33	30
At or above Advanced	8	8	6	8	7

**LAFAYETTE ELEMENTARY SCHOOL**  
**SAT-9 DATA**

Grade   4   Test  Stanford Achievement Test--Reading 

Edition/publication year:  9<sup>th</sup> Edition, Select/1996  Publisher:  Harcourt 

What groups were excluded from testing? Why, and how were they assessed?  None 

Scores are reported here as (check one): NCEs    Scaled scores    Percentiles  X 

**Grade 4 Reading**

	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing Month --April					
<b>SCHOOL SCORES</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	100	98	100	100	98
At or above proficient	82	90	91	95	90
At or above Advanced	55	60	57	57	67
Number of student tested	67	50	54	56	61
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Subgroup Scores</b>					
1. African American					
At or above Below Basic	100	100	100	100	100
At or above Basic	100	93	100	n.a.	n.a.
At or above proficient	47	71	73	n.a.	n.a.
At or above Advanced	29	36	45	n.a.	n.a.
2. White					
At or above Below Basic	100	100	100	100	100
At or above Basic	100	100	100	100	98
At or above proficient	96	97	100	96	96
At or above Advanced	66	71	70	57	76
<b>District of Columbia Scores</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	69	70	71	74	71
At or above proficient	29	30	27	31	38
At or above Advanced	8	8	7	9	8

**LAFAYETTE ELEMENTARY SCHOOL**  
**SAT-9 DATA**

Grade 5 Test Stanford Achievement Test--Reading

Edition/publication year: 9<sup>th</sup> Edition, Select/1996 Publisher: Harcourt

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

**Grade 5 Reading**

	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing Month -- April					
<b>SCHOOL SCORES</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	100	100	98	100	100
At or above proficient	88	83	84	89	93
At or above Advanced	35	32	43	55	46
Number of student tested	48	53	58	55	56
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Subgroup Scores</b>					
1. African American					
At or above Below Basic	100	100	n.a.	n.a.	n.a.
At or above Basic	100	100	n.a.	n.a.	n.a.
At or above proficient	79	69	n.a.	n.a.	n.a.
At or above Advanced	14	8	n.a.	n.a.	n.a.
2. White					
At or above Below Basic	100	100	100	100	100
At or above Basic	100	100	100	100	100
At or above proficient	94	90	88	100	95
At or above Advanced	47	45	50	63	57
<b>District of Columbia Scores</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	70	72	74	78	77
At or above proficient	22	23	22	26	24
At or above Advanced	4	5	4	5	5

**LAFAYETTE ELEMENTARY SCHOOL**  
**SAT-9 DATA**

Grade 6 Test Stanford Achievement Test--Reading

Edition/publication year: 9<sup>th</sup> Edition, Select/1996 Publisher: Harcourt

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

**Grade 6 Reading**

	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing Month -- April					
<b>SCHOOL SCORES</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	100	100	100	100	100
At or above proficient	88	86	91	93	94
At or above Advanced	33	30	34	30	33
Number of student tested	51	56	58	54	58
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Subgroup Scores</b>					
1. African American					
At or above Below Basic	100	n.a.	n.a.	n.a.	n.a.
At or above Basic	100	n.a.	n.a.	n.a.	n.a.
At or above proficient	75	n.a.	n.a.	n.a.	n.a.
At or above Advanced	17	n.a.	n.a.	n.a.	n.a.
2. White					
At or above Below Basic	100	100	100	100	100
At or above Basic	100	100	100	100	100
At or above proficient	93	91	100	98	96
At or above Advanced	47	34	43	38	41
<b>District of Columbia Scores</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	77	79	78	85	82
At or above proficient	24	25	25	31	26
At or above Advanced	4	3	3	4	4

**LAFAYETTE ELEMENTARY SCHOOL**  
**SAT-9 DATA**

Grade 3 Test Stanford Achievement Test--Math

Edition/publication year: 9<sup>th</sup> Edition, Select/1996 Publisher: Harcourt

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

**Grade 3 Math**

	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing Month -- April					
<b>SCHOOL SCORES</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	94	96	98	100	98
At or above proficient	90	84	82	81	80
At or above Advanced	57	44	40	33	38
Number of student tested	72	68	50	57	64
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Subgroup Scores</b>					
1. African American					
At or above Below Basic	100	100	100	100	n.a.
At or above Basic	85	84	92	100	n.a.
At or above proficient	75	63	58	67	n.a.
At or above Advanced	30	21	25	17	n.a.
2. White					
At or above Below Basic	100	100	100	100	100
At or above Basic	98	100	100	100	100
At or above proficient	96	91	92	88	83
At or above Advanced	69	52	46	48	38
<b>District of Columbia Scores</b>					
Total -- Percent of students...					
At or above Below Basic	100	100	100	100	100
At or above Basic	75	74	75	79	72
At or above proficient	35	31	31	33	25