

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [x] Middle [ ] High [ ] K-12 [ ] Charter

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

Official School Name KIPP DC: KEY Academy  
(As it should appear in the official records)

School Mailing Address 770 M Street, SE 2<sup>nd</sup> Floor  
(If address is P.O. Box, also include street address.)

Washington, DC 20003-3611  
City State Zip Code+4 (9 digits total)

County USA State School Code Number\* \_\_\_\_\_

Telephone (202) 543-6595 Fax (202) 543-6594

Web site/URL www.keyacademy.org E-mail shayes@keyacademy.org

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. Clifford Janey  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District of Columbia Public Schools Tel. (202) 442-5635

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 Mr. Robert Bobb  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

All data are the most recent year available.

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

1. Number of schools in the district:       96   Elementary schools  
                                                     11   Middle schools  
                                                      8   Junior high schools  
                                                     16   High schools  
                                                     33   Other  
  
                                                    164  TOTAL
2. District Per Pupil Expenditure:      \$11,094   
  
     Average State Per Pupil Expenditure:  \$11,094

**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.  
  4   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	35	46	81
K	0	0	0	8	28	39	67
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	47	42	89	Other	0	0	0
6	37	49	86				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>323</b>

6. Racial/ethnic composition of the school: .3 % White  
99 % Black or African American  
.7 % Hispanic or Latino  
0 % Asian/Pacific Islander  
0 % American Indian/Alaskan Native  
**100% Total**

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

7. Student turnover, or mobility rate, during the past year: 8%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	18
(3)	Total of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	321
(5)	Total transferred students in row (3) divided by total students in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8%

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: English
9. Students eligible for free/reduced-priced meals: 73%  
 Total number students who qualify: 235

10. Students receiving special education services: 6 %  
18 Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>1</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

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>2</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>2</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>31</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>Daily student attendance</b>	96%	91%	94%	95%	96%
<b>Daily teacher attendance</b>	99%	99%	99%	99%	99%
<b>Teacher turnover rate</b>	24%	19%	20%	33%	33%
<b>Student dropout rate (middle/high)</b>	0%	0%	0%	0%	0%

**High teacher turnover rate explanation:** There are a couple of reasons why our turnover rate in this chart is so high. During our first two founding years we had a higher than average teacher turnover rate than in recent years, due to the fact that we were a start-up school, figuring out what makes great KIPP teachers. Second, this chart does not capture employment movement within the organization. We always promote people from within and have transitioned 9 teachers recently from the role of classroom teachers to administrators, coordinators, and directors. We conduct exit interviews with our teachers before they leave and we have had very few teachers leave because they were unsatisfied with their experience at the school or because they were burned out. Many of our teachers start with us in their 3<sup>rd</sup> or 4<sup>th</sup> year of teaching and leave after a few years to pursue graduate school (often with the plan to come back once they are finished). Because we are a charter school, we have the ability to hire and fire teachers. This is actually one reason why our children perform so well, is that we are able to ensure that they have the best teachers in their classrooms. We put our teachers on one year contracts so that if they are not performing up to KIPP expectations, their contracts are not renewed at the end of the school year. Although this is a factor, it accounts for only about 6% of our turnover rate per year.

## **PART III - SUMMARY**

KIPP DC: KEY Academy's mission is to prepare our students with the academic, intellectual, and character skills necessary to succeed in high school, college and the competitive world beyond. Our program adheres to the national KIPP model of more time and high expectations.

Students attend school from 8 am to 5 pm Monday through Thursday and until 3:30 pm on Friday. Students also attend mandatory Saturday School for special enrichment activities such as ballet, salsa dancing, poetry slam, Drumline and soccer. KEY Academy's school year begins in July with a 3 week mandatory summer school session focusing on school culture and academics. Our program's extended day, week, and school year calendar amounts to about 65% more class time for our students.

KEY Academy offers our students a rigorous curriculum that prepares our students for success in college-preparatory high schools. Our students enter KEY Academy, on average, two years below grade-level in math and reading as measured by the Stanford Achievement tests. In their first year, KEY Academy students focus on catching up and performing at or above grade-level. Our fifth graders make average gains of 40 percentile points in reading and 63 percentile points in math on the Stanford Achievement tests in just their first year at KEY.

In subsequent years, students are challenged with upper-level classes such as Algebra, advanced literature, hands-on science labs, writers' workshops, Spanish, and orchestra. By the end of 8th grade, KIPP students have completed Algebra I, taken three years of Spanish and orchestra, have published personal narratives, presented advanced Power Point science fair projects, and have read high school and college level texts such as *Things Fall Apart* and *1984*.

With this preparation, our students have gained acceptance to high performing college-preparatory high schools across the country. We have KEY alumni attending boarding schools, private day schools, parochial schools, and high performing public and charter schools. In adhering to our mission, we have a KIPP to College office that tracks our alumni and ensures that they are being successful in high school and will be prepared for college and the competitive world beyond.

### **KIPP Schools share a core set of operating principles known as the Five Pillars:**

**High Expectations.** KIPP Schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

**Choice & Commitment.** Students, their parents, and the faculty of each KIPP School choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

**More Time.** With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges.

**Power to Lead.** The principals of KIPP Schools are effective academic and organizational leaders who have control over their school budget and personnel, allowing them maximum effectiveness in helping students learn.

**Focus on Results.** KIPP Schools relentlessly focus on high student performance on standardized tests and other objective measures.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results:**

KEY Academy participates in the District of Columbia Public Schools testing system and the KIPP national testing program. These test results are used to evaluate student progress and inform instruction over the four years a student spends at KEY. Information on state assessment can be found at <http://webb.k12.dc.us/NCLB/>

From 2002-2005, DCPS tested students using the Stanford-9 Achievement test published by Harcourt Assessment. Students at or above the 40<sup>th</sup> percentile were deemed to be proficient for the purposes of No Child Left Behind. DCPS did *not* adopt a standard for evaluating which students were advanced using this test. During this time period, 90% of KEY Students achieved proficiency in their first year, with 100% achieving this level by 8<sup>th</sup> grade in mathematics. In reading, approximately 50% achieved this level in 5<sup>th</sup> grade, and this number climbs to nearly 90% by 8<sup>th</sup> grade.

The clearest picture of KEY Academy's impact on student achievement is evident when one averages the national percentile rankings of all our cohorts to date. This average shows a pattern of steadily increasing achievement in both reading and math during students' time at KEY. On average, KEY Academy 5<sup>th</sup> graders enter performing at the 24<sup>th</sup> percentile in reading and the 34<sup>th</sup> percentile in math. In just one year, students increase their percentile ranking to 50<sup>th</sup> in reading and 79<sup>th</sup> in math. By the end of their 8<sup>th</sup> grade year, on average, KEY Academy students outperform 70% of students nationwide in reading, and 91% of students nationwide in mathematics.

In 2006, DCPS adopted the new DC Comprehensive Assessment System. While this test also rates students based on proficiency, it is not comparable to the Stanford 9. This test does, however, show a similar pattern of increasing achievement, with approximately 30% more students achieving the level of proficient or advanced in the 8<sup>th</sup> grade than in the 5<sup>th</sup> grade.

A closer analysis of this data clarifies the pattern of student achievement at KEY Academy. In reading, 51% of 5<sup>th</sup> graders scored at or above the proficient level. This percentage increases to 57% in 6<sup>th</sup> grade, 76% in 7<sup>th</sup> grade, and culminates with 81% of 8<sup>th</sup> graders performing at above proficiency. In math, 48% of 5<sup>th</sup> graders scored at or above the proficient level. In 6<sup>th</sup> grade, 80% of students are proficient or better, in 7<sup>th</sup> grade 94% of students are proficient or better and in 8<sup>th</sup> grade, 88% of students score proficient or higher.

**2. Using Assessment Results:** More than just a state or KIPP requirement, KEY Academy's testing program is used as a powerful tool for fostering student achievement. Test data is analyzed and communicated in myriad ways to inform decisions by teachers and the school administration.

On the student level, data is analyzed to pinpoint individual student strengths and weaknesses. Students who demonstrate a particular area of concern may be referred to West Wing, our after school tutorial, receive individualized instruction, be targeted for small group instruction within academic classes, or become the subject of a child study designed to develop additional strategies to ensure that student's success. Test data is one factor considered in the creation of smaller Learning Teams, small group instruction that every KEY Academy student receives, based on their particular needs. During Learning Teams, students who demonstrate proficiency have the opportunity enhance their knowledge through a variety of activities both in and outside of the classroom. Students who need remediation also receive services designed to help them achieve proficiency.

Each year we re-visit our standards and curriculum to ensure they are aligned with the state and national assessments our students take. We use the test results from the previous year to determine where we need to supplement or change our curriculum or standards. In addition, we analyze our data by grade level and cohort to see trends over time and within a grade. During summer professional development, teachers fine-tune and adapt the scope, sequence, and pacing of their content area to the specific needs of the cohort they will be teaching in the fall.

Our school administration uses test data to make larger programmatic decisions to enhance student achievement. Instructional time is allocated to those areas needing the most attention. Longitudinal data is scrutinized to ensure that our standards are both rigorous and realistic and preparing our students for success in high school, college, and the world beyond.

**3. Communicating Assessment Results:** KEY Academy is very proud of its track record of promoting academic achievement and shares performance data in a number of ways. We post our test scores on our website ([www.keyacademy.org](http://www.keyacademy.org)) and have three large wall displays highlighting test scores and NCLB Report cards around our school.

The DC Public Charter School Board publishes our Annual Report Card and NCLB data on their website ([www.dcpubliccharter.com](http://www.dcpubliccharter.com)) and in their printed annual School Report that is disseminated to parents and organizations in and around Washington, DC. In addition, KIPP National publishes an annual report that highlights the test scores of all KIPP schools, including KEY Academy. KIPP National also has an interactive website that teachers can access to see student data on an individual level, grade level, or the whole school level.

Parents receive copies of their children's test scores and teachers spend time conferencing with parents to explain the scores and formulate plans for future academic growth. Additionally, we send home copies of our NCLB and AYP status at the beginning of every school year to all of our families.

Moreover, students at KEY Academy demonstrate their proficiency in non-tested areas throughout the year. We have Winter and Spring concerts where young musicians perform for their families and the community. Saturday School has an open house once a semester where parents can observe students in their classes, enjoy a school-wide art exhibition, and listen to the sounds of our accapella singers and Drumline.

**4. Sharing Success:** KEY Academy shares its strategies for success by having other teachers, educators, and policy makers come into our building and by also by going out to the community to disseminate best practices. Every week we tour principals, educational foundation staff, politicians and their staff, community members, and media organizations. In addition to regular tours, we have an open door policy that allows parents, teachers, and other interested individuals to see our program in action. We constantly host teachers from DCPS, Teach for America, other KIPP schools, DC charter schools, and other institutions of education around the country for tours and observations.

In addition to opening our doors, we take best practices out of the building. We encourage our teachers to participate in professional development activities that not only help them, but also share our strategies with others. KEY Academy participates in numerous panels and professional development opportunities offered by the state and the school boards where our teachers collaborate with other educators to share best practices. We have presented at national conferences, regional workshops, DCPS conferences, KIPP conferences, charter school conferences, and in-service trainings for other schools. Our teachers and administrators have spoken on panels and appeared on regional and national news programs, including *The Oprah Winfrey Show*.

Our teachers work in smaller clusters with other educators to do more in-depth professional development. KEY Academy teachers work with teachers from other local KIPP schools in creating curriculum and sharing best practices to ensure that all KIPP DC schools are high performing. We sponsor curriculum workshops, special education workshops, and literacy workshops for all of the KIPP DC schools. Furthermore, a number of KEY Academy teachers are mentors to new teachers teaching at other DC Public Schools as Teach for America and DC Teaching Fellows Learning Team leaders.

## **PART V – CURRICULUM AND INSTRUCTION**

1. **Curriculum:** Our rigorous standards are carefully aligned with the DC learning standards and supplemented to ensure that all of our students will be ready to take full advantage of the academic opportunities offered by high-performing college preparatory high schools. After four years of our extended day program and a no-excuses approach to instruction and learning, we expect our alums to be well-rounded young men and women with a passion for learning and a toolbox of skills that are effective in and out of the classroom.

Because literacy is the foundation for higher education, KEY Academy's curriculum is designed to ensure that students are reading at or above grade level by the end of their four years with us. We are able to achieve these gains as a school through a balanced approach to literacy emphasizing the multiple approaches to developing reading and writing skills, as all learners have different needs. Fifth and sixth grades are the foundation years geared towards developing fluency and comprehension. Seventh and eighth grades extend the comprehension skills into analysis of text across disciplines, including literature, science, and social studies.

KEY Academy has consistently produced outstanding results in math learning as measured by the Stanford Achievement tests. The fifth grade mathematics program is designed to remediate all of the basic K-5 skills in one year. Students develop their basic number sense, arithmetic, and problem solving skills. In sixth grade students are expected to master basic arithmetic, begin algebra through Hands On Equations, and become familiar with basic geometry and measurement. Seventh and eighth grade students go through pre-algebra and algebra so they can be prepared to take Calculus as high school seniors. We use a spiraling approach to math, introducing a new mini-skill each day, yet continually reviewing. We use manipulatives, visual aids, and mnemonics when appropriate to help our students master the skills. All of our courses use Saxon math as a basic text and teachers heavily supplement the lessons to meet the specific needs of each classroom.

In the science department, our fifth graders begin with general science. It is an overview course intended to familiarize students with disciplines of science and the scientific method. Sixth graders study earth science through the lens of various world cultures. Seventh graders study biology and life science and our eighth graders embark on a study of physical science. All of our science classes are inquiry based; students use labs and hands-on activities to derive scientific skills and knowledge and use texts and technology to aid their inquiry. The upper grades have a heavy focus on literacy, vocabulary development, and writing as a scientist in addition to the content standards within the courses.

Our social studies department is committed to creating the citizens of tomorrow and provoking analytical thought about the larger world. Incorporating literacy instruction to ensure that students have the skills to independently continue their studies is a critical component of the program. Fifth graders study five units: Three World Collide, Colonial America, A New Nation, Modern American Geography, and Washington, DC history. Sixth graders learn world geography, seventh graders study ancient civilizations, and eighth graders complete a survey of American History from the Revolutionary War to today using Joy Hakim's *A History of Us*. Many of our social studies teachers plan cross-curricular thematic units, incorporating science, writing, and literature. Students promoted through our program should be able to exercise critical thinking skills and have informed opinions on world events, particularly those that involve social justice and human rights.

2. **Reading Language Arts and English:** KEY Academy is committed to a balanced approach to literacy. We use a variety of proven instructional methods to meet the needs of our students and propel them towards the independent comprehension and analysis of both non-fiction and literary text that is

expected in competitive high schools. Fifth graders have three literacy blocks each day: reading, writing, and phonics. In reading class students engage in word study, guided reading lessons, and reader's workshop with independent texts. In writing class students study the essentials of grammar and practice Standard American Vernacular English (SAVE) in addition to laying the foundations necessary for longer pieces of writing in the upper grades. In phonics class, students are grouped according to their needs to work on phonemic awareness, word attack, and reading fluency.

Sixth grade extends fifth grade skills, and there is less of a need for explicit phonics instruction as more students are able to read on grade level and participate in reader's workshop classes. Sixth grade writing is also an extension of fifth grade where students are expected to master the paragraph and write multi-paragraph compositions for a variety of audiences and purposes. In seventh and eighth grade, students apply the metacognitive approach to reading to higher level texts, but the instruction becomes more focused on analyzing text for implicit meaning rather than explicit details and basic comprehension. Writing instruction at the seventh and eighth grade level is intended to prepare students for the specific types of writing assignments they can expect to see in high school and college. Seventh grade lays the foundation with multi-paragraph pieces for academic audiences, and eighth grade writing is actually called English and students write personal essays, analytical essays, poetry explications, and other pieces about literature. Additionally, social studies and science teachers incorporate writing standards into their year long plan to introduce students to academic writing in the content areas, especially the research paper and the lab report.

**3. Additional Curriculum Area:** As our school emphasizes development of the whole student, music is a critical component of a child's time here. In fifth grade, students lay the foundation to later be able to play a stringed instrument by learning how to read music and appreciate various genres of music. In sixth grade, students begin the stringed instrument they will play for the next three years. Students complete their course of study at KEY Academy able to sight read complicated pieces and perform classical and contemporary works as part of an orchestra.

Beginning in sixth grade, KEY Academy students learn Spanish. Through emphasis in aural development in the form of movement and stories (TPR and TPRS), beginning language students acquire both grammatical structures and vocabulary because the Spanish-language input is comprehensible and memorable. By teaching the language holistically instead of through grammar rules, students internalize the language naturally and for the long-term, offering benefits to all students in high school and beyond. Students complete their three years able to write short compositions in Spanish and comfortably engage in Spanish language dialogue.

Students also explore their talents in other musical disciplines, visual arts, dance, and many other areas in our required Saturday School program. After a five day school week, students attend Saturday School enrichment at least two days per month. The Saturday School curriculum incorporates electives in arts, creative writing, dance, singing, technology, team sports, and theater. From Drumline to Ballet, we are able to bring in talented instructors to share their gifts with our amazing students. Choice is a key component of Saturday School instruction so students are allowed to pursue their individual interests and talents.

**4. Instructional Methods:** At KEY Academy, we subscribe to the tenet that ALL children WILL learn. That belief and commitment requires us to constantly reevaluate our classrooms to ensure that we are reaching the wide variety of learning styles, abilities, and interests of the individuals we are entrusted to educate. We believe high expectations, clear instruction tied to assessable aims, and differentiation drive learning. Hard work and grit are crucial to future success, and we ask students to complete two hours of homework nightly in addition to their extended school day and year. This hard work gives students the repetition and practice necessary to develop mastery of the concepts they will need for the rest of their lives.

Each lesson is developed to have an aim derived from state standards as part of meeting larger learning objectives within the unit. The aim of each lesson is to produce a specific student outcome that the teacher can measure in class to tailor further instruction to the particular students in the classroom. Daily understandings build to unit understandings build to lifelong understandings. Teachers must constantly assess student learning on a daily, weekly, and monthly basis to ensure that instruction is directed at actual student needs. We believe in providing students with a number of different ways to learn. Throughout the middle school day, students will move from individual work, to partner work, to group work. Students will see inquiry lessons, direct instruction, mini-lectures, full class discussion, and one-on-one pull out depending on what is best for each concept and for each learner.

**5. Professional Development:** We invest heavily in our teachers so they, in turn, can invest their skills and knowledge in providing the best education possible for our students. Each year, we provide two weeks of in-house professional development focused on building school culture, curricular planning, and consistency of expectations across the school. This time is supplemented by our annual trip to the KIPP School Summit each summer, which is a week of teacher training sessions offered by some of the best minds in education today along with the chance to interact with and share best practices with our colleagues across the county. Teachers also attend KIPP Subject area retreats hosted by other KIPP schools throughout the year.

Outside of KIPP training, we bring in other groups to address specific needs within our school. In the past, many of our teachers have attended Reading and Writing Institutes at Columbia University. We have had teachers attend workshops by Patricia Cunningham, and this year we worked with Really Great Reading Company to implement their Phonics Blitz package as part of our fifth and sixth grade fluency development program. Since we have implemented the Columbia University program and the other literacy programs, we have seen an increase our students' reading fluency and comprehension. Their standardized test scores have increased each year (see student test data) and we have seen great growth on reading assessments such as Dibles and other decoding surveys we give throughout the year.

Veteran teachers create personal professional development plans to continue their constant learning. Those plans include attending outside seminars and workshops, earning degrees in graduate school, visiting high performing schools around the city and country, and reading about new developments in their discipline. Throughout the school year, teachers are observed on a regular basis through walk-throughs, mini-observations, and formal full period observations. The administration assists staff in identifying areas for growth and works with teachers to develop plans to address those areas. In order to spread best practices throughout the building, teachers also observe each other on a regular basis through participation in grade level and department observation challenges. We see the direct impact of our professional development on student achievement every year in the growth of standardized test scores. Every year in almost every grade and subject level, our students outperform the cohorts before them. We have also seen the impact through student growth on our internal benchmark assessments.

## PART VII - ASSESSMENT RESULTS

### State Testing Data

#### KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 5

Test: Stanford Nine

Edition/Publication Year: 1999

Publisher: Harcourt Assessment

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient*	99	93	91
Number of students tested	81	82	79
Percent of total students tested	98	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic	83	82	82
% Proficient	99	93	91
Number of students tested	81	82	79
2. Economically Disadvantaged	67	66	71
% Proficient	98	92	91
Number of students tested	65	66	68
3. Special Education	**	14	**
% Proficient	**	85	**
Number of students tested	**	14	**

**\*DC did not designate an “Advanced” or “Exceeds Standards” category on the SAT-9.**

**\*\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 5  
 Test: Stanford Nine  
 Edition/Publication Year: 1999  
 Publisher: Harcourt Assessment

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient*	57	57	48
Number of students tested	83	82	79
Percent of total students tested	98	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic	83	82	82
% Proficient	57	57	48
Number of students tested	81	82	79
2. Economically Disadvantaged	67	66	71
% Proficient	54	53	46
Number of students tested	65	66	68
3. Special Education	**	14	**
% Proficient	**	57	**
Number of students tested	**	14	**

**\*DC did not designate an “Advanced” or “Exceeds Standards” category on the SAT-9.**

**\*\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 6  
 Test: Stanford Nine  
 Edition/Publication Year: 1999  
 Publisher: Harcourt Assessment

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient*	***	100	99
Number of students tested	***	78	79
Percent of total students tested	***	100	99
Number of students alternatively assessed	***	0	0
Percent of students alternatively assessed	***	0	0
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic	***	77	78
% Proficient	***	100	9%
Number of students tested	***	77	77
2. Economically Disadvantaged	***	62	56
% Proficient	***	100	98
Number of students tested	***	62	55

**\*DC did not designate an “Advanced” or “Exceeds Standards” category on the SAT-9.**

**\*\*There were <10 students in the Special Education subgroup.**

**\*\*\*DC tested only grades 5 and 8 in Spring 2005**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 6  
 Test: Stanford Nine  
 Edition/Publication Year: 1999  
 Publisher: Harcourt Assessment

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient*	***	73	62
Number of students tested	***	78	79
Percent of total students tested	***	100	99
Number of students alternatively assessed	***	0	0
Percent of students alternatively assessed	***	0	0
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic	***	77	78
% Proficient	***	73	62
Number of students tested	***	77	77
2. Economically Disadvantaged	***	62	56
% Proficient	***	69	62
Number of students tested	***	62	55

**\*DC did not designate an “Advanced” or “Exceeds Standards” category on the SAT-9.**

**\*\*There were <10 students in the Special Education subgroup.**

**\*\*\*DC tested only grades 5 and 8 in Spring 2005**

## KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 7  
 Test: Stanford Nine  
 Edition/Publication Year: 1999  
 Publisher: Harcourt Assessment

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient*	***	100	***
Number of students tested	***	75	***
Percent of total students tested	***	100	***
Number of students alternatively assessed	***	0	***
Percent of students alternatively assessed	***	0	***
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic			
% Proficient	***	75	***
Number of students tested	***	100	***
2. Economically Disadvantaged			
% Proficient	***	59	***
Number of students tested	***	100	***
3. Special Education			
% Proficient	***	11	***
Number of students tested	***	100	***

**\*DC did not designate an “Advanced” or “Exceeds Standards” category on the SAT-9.**

**\*\*\*DC tested only grades 5 and 8 in Spring 2005**

**\*\*\*KIPP DC: KEY Academy opened in Fall of 2001 with 5<sup>th</sup> grade, and added one grade every year. Therefore, the 2002-2003 school year, there were only 5<sup>th</sup> and 6<sup>th</sup> grades in the school and the 2003-2004 school year, there were only 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades in the school.**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 7  
 Test: Stanford Nine  
 Edition/Publication Year: 1999  
 Publisher: Harcourt Assessment

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient*	**	81	***
Number of students tested	**	75	***
Percent of total students tested	**	100	***
Number of students alternatively assessed	**	0	***
Percent of students alternatively assessed	**	0	***
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic			
% Proficient	**	75	***
Number of students tested	**	81	***
2. Economically Disadvantaged			
% Proficient	**	59	***
Number of students tested	**	78	***
3. Special Education			
% Proficient	**	11	***
Number of students tested	**	64	***

**\*DC did designate an “Advanced” or “Exceeds Standards” category on the SAT-9.**

**\*\*DC tested only grades 5 and 8 in Spring 2005**

**\*\*\*KIPP DC: KEY Academy opened in Fall of 2001 with 5<sup>th</sup> grade, and added one grade every year. Therefore, the 2002-2003 school year, there were only 5<sup>th</sup> and 6<sup>th</sup> grades in the school.**

## KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 8  
 Test: Stanford Nine  
 Edition/Publication Year: 1999  
 Publisher: Harcourt Assessment

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient*	100	***	***
Number of students tested	63	***	***
Percent of total students tested	98	***	***
Number of students alternatively assessed	0	***	***
Percent of students alternatively assessed	0	***	***
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic	64	***	***
% Proficient	100	***	***
Number of students tested	63	***	***
2. Economically Disadvantaged	46	***	***
% Proficient	100	***	***
Number of students tested	45	***	***

**\*DC did designate an “Advanced” or “Exceeds State Standards” category on the SAT-9.**

**\*\*There were <10 students in the Special Education subgroup.**

**\*\*\*KIPP DC: KEY Academy opened in Fall of 2001 with 5<sup>th</sup> grade, and added one grade every year. Therefore, the 2002-2003 school year, there were only 5<sup>th</sup> and 6<sup>th</sup> grades in the school and the 2003-2004 school year, there were only 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades in the school.**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 8  
 Test: Stanford Nine  
 Edition/Publication Year: 1999  
 Publisher: Harcourt Assessment

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient*	89	***	***
Number of students tested	63	***	***
Percent of total students tested	98	***	***
Number of students alternatively assessed	0	***	***
Percent of students alternatively assessed	0	***	***
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic	64	***	***
% Proficient	89	***	***
Number of students tested	63	***	***
2. Economically Disadvantaged	46	***	***
% Proficient	87	***	***
Number of students tested	45	***	***

**\*DC did designate an “Advanced” or “Exceeds State Standards” category on the SAT-9.**

**\*\*There were <10 students in the Special Education subgroup.**

**\*\*\*KIPP DC: KEY Academy opened in Fall of 2001 with 5<sup>th</sup> grade, and added one grade every year. Therefore, the 2002-2003 school year, there were only 5<sup>th</sup> and 6<sup>th</sup> grades in the school and the 2003-2004 school year, there were only 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades in the school.**

## KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 5  
 Test: DC Comprehensive Assessment System  
 Edition/Publication Year: 2006  
 Publisher: CTB/McGraw Hill

	2005-2006
Testing month	April
<b>SCHOOL SCORES</b>	
% Proficient & Advanced	48
% Advanced	6
Number of students tested	84
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	83
% Proficient & Advanced	48
% Advanced	6
Number of students tested	83
2. Economically Disadvantaged	60
% Proficient & Advanced	48
% Advanced	7
Number of students tested	60

**\*\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 5  
 Test: DC Comprehensive Assessment System  
 Edition/Publication Year: 2006  
 Publisher: CTB/McGraw Hill

	2005-2006
Testing month	April
<b>SCHOOL SCORES</b>	
% Proficient & Advanced	51
% Advanced	7
Number of students tested	84
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	
% Proficient & Advanced	84
% Advanced	51
Number of students tested	7
2. Economically Disadvantaged	
% Proficient & Advanced	84
% Advanced	60
Number of students tested	45
	3
	60

**\*\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 6  
 Test: DC Comprehensive Assessment System  
 Edition/Publication Year: 2006  
 Publisher: CTB/McGraw Hill

	2005-2006
Testing month	April
<b>SCHOOL SCORES</b>	
% Proficient & Advanced	79
% Advanced	27
Number of students tested	77
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	
% Proficient & Advanced	76
% Advanced	26
Number of students tested	76
2. Economically Disadvantaged	
% Proficient & Advanced	59
% Advanced	78
Number of students tested	25
	59

**\*\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 6  
 Test: DC Comprehensive Assessment System  
 Edition/Publication Year: 2006  
 Publisher: CTB/McGraw Hill

	2005-2006
Testing month	April
<b>SCHOOL SCORES</b>	
% Proficient & Advanced	57
% Advanced	8
Number of students tested	77
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	
% Proficient & Advanced	76
% Advanced	7
Number of students tested	76
2. Economically Disadvantaged	
% Proficient & Advanced	59
% Advanced	53
Number of students tested	8
	59

**\*\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 7  
 Test: DC Comprehensive Assessment System  
 Edition/Publication Year: 2006  
 Publisher: CTB/McGraw Hill

	2005-2006
Testing month	April
<b>SCHOOL SCORES</b>	
% Proficient & Advanced	94
% Advanced	28
Number of students tested	79
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	79
% Proficient & Advanced	94
% Advanced	28
Number of students tested	77
2. Economically Disadvantaged	58
% Proficient & Advanced	91
% Advanced	26
Number of students tested	57

**\*\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 7  
 Test: DC Comprehensive Assessment System  
 Edition/Publication Year: 2006  
 Publisher: CTB/McGraw Hill

	2005-2006
Testing month	April
<b>SCHOOL SCORES</b>	
% Proficient & Advanced	76
% Advanced	16
Number of students tested	81
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	
% Proficient & Advanced	79
% Advanced	17
Number of students tested	77
2. Economically Disadvantaged	
% Proficient & Advanced	58
% Advanced	70
Number of students tested	16
	57

**\*\*There were <10 students in the Special Education**

## KIPP DC: KEY Academy Test Results

Subject: Math      Grade: 8  
 Test: DC Comprehensive Assessment System  
 Edition/Publication Year: 2006  
 Publisher: CTB/McGraw Hill

	2005-2006
Testing month	April
<b>SCHOOL SCORES</b>	
% Proficient & Advanced	88
% Advanced	14
Number of students tested	69
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	66
% Proficient & Advanced	88
% Advanced	12
Number of students tested	66
2. Economically Disadvantaged	48
% Proficient & Advanced	88
% Advanced	17
Number of students tested	48

**\*\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Reading                      Grade: 8  
 Test: DC Comprehensive Assessment System  
 Edition/Publication Year: 2006  
 Publisher: CTB/McGraw Hill

	2005-2006
Testing month	April
<b>SCHOOL SCORES</b>	
% Proficient & Advanced	81
% Advanced	33
Number of students tested	69
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	
% Proficient & Advanced	66
% Advanced	80
Number of students tested	30
2. Economically Disadvantaged	
% Proficient & Advanced	48
% Advanced	83
Number of students tested	35

**\*\*There were <10 students in the Special Education subgroup.**

# Nationally Normed Test Data

## KIPP DC: KEY Academy Test Results

Subject: Mathematics Grade: 5  
Edition/Publication Year: 1999

Test: Stanford 9  
Publisher: Harcourt Assessment

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

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	89	83	73
Number of students tested	83	82	79
Percent of total students tested	98	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic			
Average National Percentile Ranking	89	83	70
Number of students tested	83	82	79
2. Economically Disadvantaged			
Average National Percentile Ranking	84	77	67
Number of students tested	67	66	68
3. Special Education			
Average National Percentile Ranking	*	76	*
Number of students tested	*	14	*

**\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 5 Test: Stanford 9  
 Edition/Publication Year: 1999 Publisher: Harcourt Assessment

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

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	43	46	41
Number of students tested	83	82	79
Percent of total students tested	98	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic			
Average National Percentile Ranking	43	46	41
Number of students tested	83	82	79
2. Economically Disadvantaged			
Average National Percentile Ranking	43	45	38
Number of students tested	67	66	68
3. Special Education			
Average National Percentile Ranking	*	49	*
Number of students tested	*	14	*

**\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 6  
Edition/Publication Year: 1999

Test: Stanford 9  
Publisher: Harcourt Assessment

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

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	94	93	84
Number of students tested	83	78	79
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic			
Average National Percentile Ranking	90	90	84
Number of students tested	82	77	78
2. Economically Disadvantaged			
Average National Percentile Ranking	89	89	82
Number of students tested	63	56	47
3. Special Education			
Average National Percentile Ranking	77	*	*
Number of students tested	12	*	*

**\*There were <10 students in the Special Education subgroup.**

## KIPP DC: KEY Academy Test Results

Subject: Reading                      Grade: 6  
Edition/Publication Year: 1999

Test: Stanford 9  
Publisher: Harcourt Assessment

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

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	62	60	52
Number of students tested	82	78	79
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic			
Average National Percentile Ranking	59	75	52
Number of students tested	81	77	77
2. Economically Disadvantaged			
Average National Percentile Ranking	57	55	54
Number of students tested	63	62	47
3. Special Education			
Average National Percentile Ranking	51	*	*
Number of students tested	12	*	*

**\*There were <10 students in the Special Education subgroup.**

### KIPP DC: KEY Academy Test Results

Subject: Mathematics      Grade: 7  
Edition/Publication Year: 1999

Test: Stanford 9  
Publisher: Harcourt Assessment

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

	2004-2005	2003-2004
Testing month	April	April
<b>SCHOOL SCORES</b>		
Total Score	93	93
Number of students tested	80	75
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
<b>SUBGROUP SCORES</b>		
1. Black, non-Hispanic		
Average National Percentile Ranking	89	93
Number of students tested	79	75
2. Economically Disadvantaged		
Average National Percentile Ranking	87	87
Number of students tested	53	54
3. Special Education		
Average National Percentile Ranking	*	76
Number of students tested	*	11

**\*There were <10 students in the Special Education subgroup.**

**\*\*\*KIPP DC: KEY Academy opened in Fall of 2001 with 5<sup>th</sup> grade, and added one grade every year. Therefore, the 2002-2003 school year, there were only 5<sup>th</sup> and 6<sup>th</sup> grades in the school.**

## KIPP DC: KEY Academy Test Results

Subject: Reading      Grade: 7  
Edition/Publication Year: 1999

Test: Stanford 9  
Publisher: Harcourt Assessment

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

	2004-2005	2003-2004
Testing month	April	April
<b>SCHOOL SCORES</b>		
Total Score	65	65
Number of students tested	80	75
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
<b>SUBGROUP SCORES</b>		
1. Black, non-Hispanic		
Average National Percentile Ranking	61	63
Number of students tested	79	75
2. Economically Disadvantaged		
Average National Percentile Ranking	60	62
Number of students tested	53	54
3. Special Education		
Average National Percentile Ranking	*	49
Number of students tested	*	11

**\*There were <10 students in the Special Education subgroup.**

**\*\*\*KIPP DC: KEY Academy opened in Fall of 2001 with 5<sup>th</sup> grade, and added one grade every year. Therefore, the 2002-2003 school year, there were only 5<sup>th</sup> and 6<sup>th</sup> grades in the school.**

**KIPP DC: KEY Academy Test Results**

Subject: Mathematics      Grade: 8  
Edition/Publication Year: 1999

Test: Stanford 9  
Publisher: Harcourt Assessment

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

	2004-2005
Testing month	April
<b>SCHOOL SCORES</b>	
Total Score	92
Number of students tested	63
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	
Average National Percentile Ranking	87
Number of students tested	63
2. Economically Disadvantaged	
Average National Percentile Ranking	88
Number of students tested	46
3. Special Education	
Average National Percentile Ranking	*
Number of students tested	*

**\*There were <10 students in the Special Education subgroup.**

**\*\*\*KIPP DC: KEY Academy opened in Fall of 2001 with 5<sup>th</sup> grade, and added one grade every year. Therefore, the 2002-2003 school year, there were only 5<sup>th</sup> and 6<sup>th</sup> grades in the school, and during the 2003-2004 school year, there were only grades 5 through 7.**

## KIPP DC: KEY Academy Test Results

Subject: Reading Grade: 8  
Edition/Publication Year: 1999

Test: Stanford 9  
Publisher: Harcourt Assessment

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

	2004-2005
Testing month	April
<b>SCHOOL SCORES</b>	
Total Score	71
Number of students tested	63
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Black, non-Hispanic	
Average National Percentile Ranking	67
Number of students tested	63
2. Economically Disadvantaged	
Average National Percentile Ranking	67
Number of students tested	51
3. Special Education	
Average National Percentile Ranking	*
Number of students tested	*

**\*There were <10 students in the Special Education subgroup.**

**\*\*\*KIPP DC: KEY Academy opened in Fall of 2001 with 5<sup>th</sup> grade, and added one grade every year. Therefore, the 2002-2003 school year, there were only 5<sup>th</sup> and 6<sup>th</sup> grades in the school, and during the 2003-2004 school year, there were only grades 5 through 7.**