U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [ ] Elementary [] Middle [] High [] K-12 [**X**] (K-7)
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Wayne Ryan

Official School Name: Crosby S. Noyes Educational Campus

School Mailing Address:
2725 10th Street, N.E.
District of Columbia, DC 20018-1754

County: Not Applicable State School Code Number*: 290

Telephone: (202) 281-2580 Fax: (202) 576-7393

Web site/URL: www.k12.dc.us E-mail: wayne.ryan@dc.gov

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Michelle Rhee

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

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Lisa Raymond

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

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

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:

66	Elementary schools
13	Middle schools
0	Junior high schools
19	High schools
27	Other
125	**TOTAL**

2. District Per Pupil Expenditure: 9582

   Average State Per Pupil Expenditure: 9582

SCHOOL (To be completed by all schools)

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

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 8 Number of years the principal has been in her/his position at this school.

   ___ 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	30	30	60	**7**	10	9	19
K	14	23	37	**8**			0
1	27	17	44	**9**			0
2	16	20	36	**10**			0
3	20	22	42	**11**			0
4	20	17	37	**12**			0
5	19	25	44	**Other**			0
6	16	12	28				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					347

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
0	% Asian
94	% Black or African American
5	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
1	% White
0	% Two or more races
100	**% Total**

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

7. Student turnover, or mobility rate, during the past year: 12 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	25
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1.	347
(5)	Total transferred students in row (3) divided by total students in row (4).	0.118
(6)	Amount in row (5) multiplied by 100.	11.816

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 15

Number of languages represented: 3
Specify languages:

Spanish, Amharic, Yoruba

9. Students eligible for free/reduced-priced meals: 69 %

Total number students who qualify: 240

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

10. Students receiving special education services: 8 %

Total Number of Students Served: 29

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

2	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
1	Emotional Disturbance	2	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities	11	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	17	0
Special resource teachers/specialists	9	0
Paraprofessionals	8	0
Support staff	6	0
Total number	41	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **20 :1**

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	92%	90%	92%	89%	89%
Daily teacher attendance	98%	97%	97%	96%	98%
Teacher turnover rate	3%	2%	3%	3%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Based on the District of Columbia's requirement for academic yearly progress (AYP), we surpassed the 90% minimum. We have intiated an aggressive campaign to increase student attendance by 5% .

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

The Crosby S. Noyes Education Campus is committed to the belief that all children can and will learn. In September 2008, grade 7 was added to our Head Start – Grade 6 configuration. Grade 8 will be added in the fall 0f 2009. Currently, we serve 347 students. In order to promote learning, we pledge to provide children with a supportive, caring environment that encourages self-esteem, self-motivation and a sense of responsibility for his/her own actions. Our mission is to provide a trusting environment where the entire school community works as a partnership to promote the greatest level of academic achievement. We believe that commitment to a quality education, both academically and socially, is essential to the development of well-rounded, self-reliant citizens. We believe in a rich social and multi-cultural agenda whereby students develop, refine and internalize those positive skills necessary to become self-disciplined and self-directed. By consistently demanding excellence, students will be empowered to become self-motivated critical thinkers.

Crosby S. Noyes, located in the Brentwood community of Northeast Washington, District of Columbia, is named for a local newspaper owner, education activist and philanthropist. The original Noyes Elementary School was constructed in 1931 during the segregation period of American history and was built for white students only. It wasn't until the early 1950's that African American children were permitted to enroll at Noyes. For the next 40 years or so, Noyes prospered and enjoyed a reputation as a successful neighborhood school. This reputation dimmed in the 1990's and Noyes soon became one of the worst performing schools in the District. In an effort to arrest this trend, in the summer of 2001, then-D.C. Superintendent Paul Vance declared Noyes as one of nine "transformation schools", replaced the school principal, allowed no more than 50% of the current staff to remain and promised a plethora of supports and assistance in an attempt to turn back the "culture of failure." At the end of that school year, test results remained disastrous. But in the summer of 2002, the nucleus of our leadership team was founded, new teachers recruited and hired and other initiatives which started the progression of our school toward excellence. Over the ensuing years, we achieved significant gains in reading and mathematics while building capacity, establishing a clear vision, and slowly transforming the school culture. It should be noted that Noyes is the only former transformation school that still has its original "Transformation Principal."

The school building was closed from 2001-2004 for modernization. The new school building has many improved features, making it a state-of-the-art facility and positive learning/working environment.

Noyes is a pilot member of the S.A.M (School-wide Application Model) Program which incorporates PBIS model into the curriculum and mandates collaboration between the support staff and classroom teachers to develop and implement educational and behavioral interventions in the classroom. In addition, we have shown dramatic academic improvement among English Language Learners.

For the past two school years, Noyes has been one of eleven elementary schools designated as "schools of choice" to receive students from transfer schools and this school year alone received nearly 50 such students.

Noyes enjoys attributes unparalleled in other schools in the District including:

• Recipient of District of Columbia Public School's TEAM Award, SY 2006-2007
• Annual programs such as our 9/11 Tribute, Bringing Reading to Life Day, Black History Month Program combined with monthly performing arts-integrated assemblies help build community and enhance cultural awareness.
• Thirty-two (32%) of professional staff are African American males
• Principal Ryan awarded 2008 National Distinguished Principal by National Association of Elementary School Principals
• Collaboration and team spirit championed among all staff, regardless of title, toward common goal of achieving academic excellence for students

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

We utilize assessments to support our school's vision "to give each child every opportunity possible for maximum student achievement." The District of Columbia Comprehensive Assessment System (DC-CAS) is administered statewide each spring to determine the level of proficiency our students have in reading and math, aligned with our state-approved learning standards. Currently, there are three iterations of the DC Benchmark Assessment System (DC-BAS) prior to the state test. The benchmark tests provide great opportunities to assess where students are and allow teachers to have data on hand to drive instruction.

While the type of state benchmark we administered changed in 2006 from the nationally normed Stanford Achievement Test (SAT9) to the DC-CAS, we have averaged approximately 55 % proficiency in reading and 45% in math over the past five years. The No Child Left Behind Act uses the results of state assessments to determine whether or not a school has achieved Academic Yearly Progress or AYP. We have shown AYP for four of the past five years. We were deemed in need of improvement from 2004-06. In SY 2006-07, our significant gains in student achievement were recognized by the Chancellor's office when we were honored with the TEAM Award for gaining more than 20 percentage points each in math and reading, respectively. (Assessment results: http://www.nclb.osse.dc.gov)

In 2006, we experienced nearly a 50 point drop in both reading and math. A primary causal factor for this was the installation of a new statewide assessment that year (DC-CAS to replace the SAT-9), which did not necessarily match the type of standards the children were being taught. This drop in proficiency was also evident state-wide. For instance reading scores of 32.41% across the district were just 8 points above Noyes.

We developed a strategic plan with the input of our stakeholders that included hiring a full-time professional developer to help teachers reinforce and increase content knowledge in English Language Arts and Mathematics. Our leadership team held data analysis meetings with teachers and teachers involved students in the analysis process on the classroom level. We targeted observation and supervision of instruction around the standards and research-proven instructional strategies. Teachers communicated to parents, on a monthly basis, the specific learning standards and academic foci being covered in each class so they could support their children at home.

The success of our plan's implementation was evidenced by the doubling of our reading scores over the next two years to 60.53% last year. Math proficiency grew exponentially to 55.23%. Demographics of our students have remained pretty consistent over the past five years. There are no significant academic achievement disparities between our subgroups.

All subgroups required to make AYP for test data must reach or exceed the 95% tested target and the proficiency targets for a unit to achieve AYP with respect to test data. Starting in 2006 the targets have been adjusted to be consistent with the DC-CAS proficiency standards.

DC Proficiency Targets

	Reading	Math
2008 Elementary	60.53%	55.21%
2007 Elementary	47.37%	40.28%
2006 Elementary	47.37%	40.28%
2005 Elementary	41.92%	48.67%
2004 Elementary	41.92%	48.67%

The target for attendance is 90%. Groups that do not achieve the targets discussed above can still make AYP by making Safe Harbor. For state test data and an explanation of Safe Harbor, see http://www.nclb.osse.dc.gov/#

2. **Using Assessment Results:**

Good assessment takes into consideration how learning takes place, what benchmarks of student work are in place, and how assessments can be productive and sustainable. We consider the data when developing professional development for our staff and creating action plans for the district. Teachers are provided with the necessary data to inform their instruction. Strategy recommendations are also provided to assist with instruction. We collect, organize, analyze and correlate data from a diverse array of sources including classroom assessments, DC BAS, DC CAS, DIBELS, Houghton Mifflin assessments, Everyday Math assessments and National tests to make decisions to improve our educational program, teaching and learning.

The online tool http://www.thinklinklearning.com provides benchmark test data (DC BAS, DC CAS) and allows teachers to create customized probes based on the students' deficiencies on these tests. Teachers can explain how their assessment practices and instruments help improve teaching. Effective assessment practices dictate that regular and timely feedback be provided to the students, educators, and parents. We use summative assessments to make a final judgment about student learning achievement. Formative assessments are used to provide the teacher with information about the students learning need. Teachers will then provide feedback about student learning that will be used to focus on deficient areas. Teachers deliberately involve students in decisions about their progress and efforts needed to reach mastery of the learning outcomes are pinpointed. This encourages ownership of student learning, triggers motivation for improvement and aides in developing their self-assessing and goal-setting abilities. Our assessments examine how students improve over time and how they become independent learners who produce high quality work. As a result of our work in using data to drive instruction, student and teacher achievement continue to grow. Our goal is to increase student performance in both reading and mathematics by ten percentage points per content area.

3. **Communicating Assessment Results:**

In order to establish a true partnership between parents, students and teachers, we believe it is essential that Noyes communicates information about student progress clearly, respectfully, and accurately. When reporting assessment results to students, teachers provide results to the entire group of students. The next step includes an individual follow-up meeting with each student. As we meet in small groups with teachers, our focus addresses how the teacher will meet the individual needs of the student. Assessment information is of great interest to parents who need to know how their child is performing. They are also concerned with how Noyes is performing in comparison with other schools. A letter to our parents and community was sent out in September 2008 to show a comparison between our 2008 DC CAS test scores to the surrounding schools in the community. Other strategies for reporting results include: individual parent/teacher conferences, individual reports sent home and monthly parent newsletter articles. Parent-teacher conferences are crucial to building and maintaining the team approach to education. Conferences give the adults in each student's life a chance to sit down and share information. When conferencing with parents we comply with several guidelines. We keep our language simple and clear from educational and test jargon. We provide and explanation of the purpose of the tests used and a brief description of the test procedure. Parents are given their child's scores along with clear explanations of the meanings. Once the scores have been discussed, we provide an opportunity for parents to ask questions about scores, testing, etc. We believe it is imperative that the parents understand how the test results will be used. When parents better understand the meaning of their child's scores, they are able to better assist in meeting the academic and social needs of their child.

4. **Sharing Success:**

Crosby S. Noyes Education Campus and its Principal have been widely recognized over the years and provided numerous opportunities to exchange ideas and resources with other schools, principals, and faculty/staff. In the

event that we are named a Blue Ribbon School, we will continue our tradition of dialogue and collaboration with school communities, and current and educational leaders.

• SY 2006-2007, we received the first D.C. Public School TEAM Award for helping students double the prior year's reading scores and more than triple their growth in mathematics.

• EPIC (Effective Practice Incentive Community) highlighted Noyes for an online Case Study and Documentary that emphasize our Principal's personal leadership philosophy of building leadership capacity in staff. It is available as professional development for the New Leaders for New Schools' community of coaches, principals, leadership teams, aspirants and faculty across the United States.

• At the urging of Chancellor Rhee, Principal Ryan agreed to be Mentor Principal for New Leaders for New Schools Cohort 8. Through SY-2008-2009, the Resident shares Noyes' best practices on professional development and data-driven instruction with 140 fellow cohort members nationwide.

• Voted as National Distinguished Principal for 2008 by the National Association of Elementary School Principals, Principal Ryan has shared his successes with school leaders across the country. Further, as President-Elect of the local NAESP affiliate, he routinely exchanges ideas with local and national leaders.

• Recently, Principal Ryan presented a workshop at the District of Columbia Public Schools Principals' Academy on the topic- Beyond the Checklist: Instructional Leadership for School-wide Improvement for over 50 school leaders and their teams from across the District. He regularly shares best practices at monthly DCPS Cluster meetings. `

• Noyes is an ongoing host for area schools and school leaders to tour facilities, share professional development, school-to-school visits and observations by faculty.

• Noyes is a host site for student teachers form Howard University. These future teachers get the opportunity to glean best practices and experience hands-on opportunities to perfect their craft. They routinely share their experiences with other Howard University students and administrators.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

In working to meet our motto of "Transforming Young Minds to Shape the Future," we provide students with a broad range of content to strengthen higher-order thinking skills, along with academic and social skills, which we believe are "essential to the development of well-rounded, self-reliant citizens." Our Core Curriculum includes Reading-English/language arts, mathematics, science, and social studies for all current students including preschool through grade 7. Noyes uses the Houghton-Mifflin reading series to anchor our literacy program (see 2a. below). Our commitment to a sound literacy development is demonstrated by the implementation of a daily uninterrupted 120- minute literacy block. In math, Noyes uses the University of Chicago's Everyday Mathematics model, which is richly supplemented with hands-on, "real world" manipulatives and ancillary mathematic resources. In science, we focus on the Scientific Method and scientific exploration utilizing the Full Option Science System (FOSS) kits, microscopes and other hands-on learning materials in our separate state-of-the-art science laboratory. In social studies, with each advancing year, our students refine their understandings to include the school, neighborhood, city, country and global community. By differentiating content, process and the learning environment, teachers create an environment conducive to the individual needs of students.

We have met with substantial success by designing and implementing a Basic Skills Development program. In this program, teachers use data to identify student weaknesses and create supplemental instructional activities geared directly for that student. On a weekly basis, teachers send non-participating students to another class (art, physical education, technology, etc.) while the teacher retains 5-7 identified students to work on that particular skill. Once mastery has been achieved, those students may attend the special subject class and a new group of students remain to work with the teacher on another basic skill.

We also offer an Enrichment Program taught by specialists in the subjects of: visual arts, music, health/physical education, technology, library/media studies, and scientific exploration. Each class/grade level receives at least three enrichment classes per week.

Our full time art teacher provides a challenging visual arts experience for our students. In this program, students are able to identify and manipulate the seven elements of design. They use visual arts media to express personal interpretations of and judgments on historical works of art. Examples of student visual arts work are displayed prominently about the school building as well as neighboring partnerships (i.e., local grocery store, bank, home improvement store).

The full time music teacher (herself an accomplished vocalist who has performed with many renowned artists) instructs students in vocal production techniques through warm ups, unison, and part singing. They experience vocal styles from various cultures and have garnered significant familiarity with various music instruments and the different music genres in which they are used. We have a School Glee Club that has performed throughout the District of Columbia including the World Bank, City Council and neighborhood venues. We hold three major annual assemblies in which our student's musical prowess is evident.

For our Middle School program, still in its seminal stage, the core curriculum is taught in a team setting, whereby one instructor teaches reading and social studies to both 6th and 7th graders and another teacher is responsible for math and science for both grades. Middle school students also receive instruction in character education provided by our Guidance Counselor and Social Worker. While this is the first year that we have housed 7th grade, we have instituted a foreign language program, taught by a highly-qualified world language teacher that focuses on real life, functional use of language through dialogues, skits, recreations, simulations and other creative hands-on activities. Students develop basic skills and learn structures and vocabulary of the language through listening, speaking, and writing activities.

2a. **(Elementary Schools) Reading:**

Our reading curriculum is based on our DCPS Learning Standards that are administered statewide. We were provided with sample learning activities, reading lists, year at a glance, unit roadmaps, standards based worksheets, and sample assessment items. Noyes implements a daily uninterrupted 120- minute literacy block to address high expectations for student literacy. We have met success by utilizing the state's standards along with the Houghton Mifflin reading program that was adopted by the District as our core reading resource. The program is built on a solid foundation of scientifically-based research. Through explicit and systematic instruction, as well as a variety of resources, the comprehensive program has proven to be successful with our students. Explicit instruction is provided from grades PreK-7th. At Noyes, we lay a foundation for literacy development. All of our students start with comprehensive, explicit instruction in phonemic awareness. Phonics also plays a vital role in beginning reading instruction. We build fluency for independent readers with leveled books to ensure that every child is able to read at their own level. Students develop and expand vocabulary skills and strategies through technology, anthology, word work, and activities. Explicit instruction is provided for the following reading strategies: Phonics/Decoding, Predict/Infer, Monitor/Clarify, Question, Summarize, and Evaluate. Skill instruction begins with Teacher Read Alouds. Graphic organizers present the skill visually. Instruction is systematic through Teach, Practice and Apply. Diagnostic checks lead teachers to appropriate re-teaching or extension lessons. These strategies are designed to integrate skills and disciplines to make learning more meaningful, holistic and engaging. Teachers meet regularly to discuss individual student needs, plan curriculum, integrate subject areas, share ideas, and plan for the grouping and regrouping of students for instruction. Our English/language arts curriculum has deeply rooted traditions including Principal's Book of the Month, Response to Literature, annual book Fair and Bringing Reading to Life activities.

3. **Additional Curriculum Area:**

The learning standards are organized from prekindergarten through grade 7 in subject areas. The District has chosen Everyday Mathematics as our core program. Everyday Mathematics offers our students a broad background in math, whereby students take a problem-solving approach based on everyday situations. They make connections with their knowledge and experiences so that math becomes relevant for them. Students engage in daily mixed practice instead of drills. Students also play math games to develop their basic skills. To enhance their skill development, students revisit previously learned concepts and practice skills. The skills are "spiraled" to be built upon throughout the year. Everyday Mathematics explores mathematical content beyond basic arithmetic. Technology is integrated throughout all subject areas and grade levels including math. Writing is an integral part of the entire math curriculum; it is taught as a tool for thinking critically in answering brief constructed response questions. Mathematical thinking and problem-solving strategies are incorporated across our enrichment disciplines, including art, music, and physical education. At the middle school level, all of our seventh grade students receive algebra instruction, which prepares them for secondary mathematics in their academic future. With our team teaching approach in middle school, the highly-qualified math teacher for sixth and seventh grades provides rigor and relevance while building relationships with his students. Students are engaged with the content in numerous ways to allow them to make relevant connections to everyday math applications. Their diverse learning styles are considered when developing lessons, as well as formative and summative assessments. Following each benchmark state test, students receive feedback and are encouraged to set goals for improving their math scores. In keeping with our mission of "consistently demanding excellence," we are preparing our students for the changing world and helping develop "well-rounded, self-reliant citizens."

4. **Instructional Methods:**

At Noyes, we tailor instruction to meet the individual needs of the students. We have implemented instructional methods that guide classroom interactions and support student achievement. Teachers provide strategies to enable students to locate, comprehend, evaluate, and apply knowledge. Our successful approach to instruction includes differentiating content, process, and the learning environment. Teachers also use ongoing assessment and flexible grouping. Through differentiating content, the teacher determines what the student needs to learn or

how the student can get information. The process includes activities in which the student engages in order to make sense of the content. The learning environment consists of the way the room works and feels. Teachers meet in small groups to teach, re-teach, or extend the ideas of students. This is done during the 120 minute literacy block as well as our Skill Development Sessions. Using reading materials at varying levels, presenting skills through both auditory and visual aides, and using reading buddies are all examples of modified instruction through the content element. Process examples include using tiered activities, varying the length of time a student may need, and offering manipulatives to students who need them. We differentiate the learning environment by developing routines that allow students to receive help when teachers are facilitating another group. We provide materials that reflect a variety of cultures and setting clear guidelines for independent work. Teaching for understanding allows students to use skills across disciplines (mathematics, science, and social studies). Teachers allow students to make connections and provide multiple ways to represent ideas. Independent learning is promoted through learning centers- a variety of hands on materials and meaningful activities which enables students to be actively involved in their learning. Students have personal interactions with text through writing and peer discussions. Teachers have students write in content areas to integrate content knowledge with existing knowledge. These instructional practices are vehicles used by teachers to move students forward in their learning.

5. **Professional Development:**

The Noyes family believes that in order to be effective educators, teachers must be reflective practitioners participating in and receiving ongoing targeted professional development. The staff participated in a survey questioning in what specific areas professional development is needed and would be most effective. The survey responses were used to create a professional development plan. Our professional development is designed using student data, examining root causes, teacher observation and performance, and school improvement targets. A key goal is to ensure that all efforts are high quality, aligned to the DCPS Standards, job embedded and that meaningful work is monitored throughout the process. Noyes has two instructional coaches: a Literacy Professional Developer and an Academic Intervention Coach provided through the School-wide Application Model (SAM). Their roles and responsibilities include conducting and providing classroom visitations, peer coaching, conferencing, demonstrating lessons, modeling and providing resources. They provide professional development and work with all teachers to assist them in the delivery of reading and language arts instruction. They assist teachers in analyzing data to inform instruction and developing standards based units and lesson plans. Teachers at Noyes engage in daily morning collaborative workshops which focus on various topics. The collaborative workshops last approximately 30 minutes each day. Each teacher receives a total of 250 minutes of planning time per week, including common grade planning period and vertical grade collaborative planning periods. Teachers have the opportunity to present at our weekly Thursday after school Professional Development series. These workshops focus on interventions and instructional delivery that impacts all students. Extensions of the sessions are available for staff where they may focus on specific needs with the principal, instructional coach, or support teachers. Professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work life of educators.

6. **School Leadership:**

An effective leadership team serves as the anchor for identifying, measuring, and supporting effective instructional practices at Noyes. Our team is headed by a strong and visionary principal who oversees the instructional program in our building. He has an unapologetic focus on instruction and a unique ability to manage the school as a cohesive body centered on student academic achievement. He is able to directly influence teaching and learning by observing classroom instruction; leading professional development workshops; personally providing model lessons; and routinely conferencing with faculty. Principal Ryan maintains a highly visible presence throughout the building and nurtures positive relationships with students and staff.

His dynamic leadership attributes have been recognized by his peers, supervisors and supporters in many ways including his selection as the 2008 National Distinguished Principal for the District of Columbia. Principal Ryan was nominated and selected by his fellow principals through a statewide search process conducted by the local National Association of Elementary School Principals affiliate. Similarly, a few years ago, he was selected by his supervisors with The District of Columbia Public Schools as the Principal of the Year and the Washington Post has recognized him with the Outstanding Educational Leadership Award. Our Instructional Specialist, with a wealth of experience gleaned from her years as a teacher, literacy coach and instructional facilitator, joins the Leadership Team to serves as the "go-to" person on best practices and instructional strategies. Her work sets the foundation for our professional learning community. The Guidance Counselor provides school wide assistance on instructional practices and small group instruction. The S.A.M. Intervention Coach is responsible for monitoring behavioral practices, interventions and strategies as well as providing instructional support to our Early Learners teaching staff. Our leadership team is rounded out by our New Leaders for New Schools Resident Principal who offers support particularly in research and policy, in addition to several other exemplary teachers and staff members.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: District of Columbia Comprehensive Assessment Systems (DC CAS)

Edition/Publication Year: 1st Edition Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	45	58	20	72	77
*Proficient only 2004-05	32	38	0	0	0
Number of students tested	31	38	25	29	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	33	58	18	68	80
% Advanced	26	29	0	0	0
Number of students tested	31	30	22	22	15
2. Racial/Ethnic Group (specify subgroup): African-American					
% Proficient plus % Advanced	45	58	20	72	77
% Advanced	29	38	0	0	0
Number of students tested	29	36	25	29	18
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NOTE: DC CAS is a criterion referenced test and data goes back to 2006. Prior to 2006, schools administered the Stanford 9 which is a norm referenced test: results of these should not be compared.

Subject: Reading Grade: 3 Test: District of Columbia Comprehensive Assessment System (DC CAS)

Edition/Publication Year: 1st edition Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	79	61	12	83	78
*Proficient only 2004-05	13	11	0	0	0
Number of students tested	29	36	25	29	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	76	58	14	77	87
*Proficient only 2004-05	14	10	0	0	0
Number of students tested	21	31	22	22	15
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	79	61	12	83	78
*Proficient only 2004-05	14	12	0	0	0
Number of students tested	29	34	25	29	18
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NOTE: DC CAS is a criterion referenced test and data goes back to 2006. Prior to 2006, DC Public Schools administered the Stanford 9 which is a norm referenced test. Results of these tests should not be compared.

Subject: Mathematics Grade: 4 Test: District of Columbia Comprehensive Assessment System (DC CAS)

Edition/Publication Year: 1st Edition Publisher: CTW/McGRaw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	85	19	15		36
*Proficient only 2004-05	6	0	0		0
Number of students tested	33	26	27		25
Percent of total students tested	100	100	100		100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	88	25	13		27
*Proficient only 2004-05	8	0	0		0
Number of students tested	25	20	23		22
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	77	50	15		36
*Proficient only 2004-05	6	0	0		0
Number of students tested	31	27	27		25
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NOTE: DC CAS is a criterion referenced test and data goes back to 2006. Prior to 2006, DC Public Schools administered the Stanford 9 which is a norm referenced test. Results of these tests should not be compared.
**Grade 4 was not tested in 2005.

Subject: Reading Grade: 4 Test: District of Columbia Comprehensive Assessment System (DC CAS)

Edition/Publication Year: 1st Edition Publisher: CTW/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	67	31	4		36
*Proficient only 2004-05	0	11	0		0
Number of students tested	33	26	27		25
Percent of total students tested	100	100	100		100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	64	40	0		32
*Proficient only 2004-05	0	11	0		0
Number of students tested	25	20	23		22
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	63	46	4		36
*Proficient only 2004-05	0	11	0		0
Number of students tested	30	27	27		25
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NOTE: DC CAS is a criterion referenced test and data goes back to 2006. Prior to 2006, DC Public Schools administered the Stanford 9 which is a norm referenced test. Results of these tests should not be compared. ** Grade 4 was not tested in 2005.

Subject: Mathematics Grade: 5 Test: District of Columbia Comprehensive Assessment System

Edition/Publication Year: 1st Edition Publisher: CTW/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	17	38	32	52	84
*Proficient only 2004-05	0	0	0	0	0
Number of students tested	18	24	22	23	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	20	21	26	56	89
*Proficient only 2004-05	0	0	0	0	0
Number of students tested	15	19	19	18	19
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	33	26	32	52	84
*Proficient only 2004-05	0	0	0	0	0
Number of students tested	18	23	22	23	25
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NOTE: DC CAS is a criterion referenced test and data goes back to 2006. Prior to 2006, DC Public Schools administered the Stanford 9 which is a norm referenced test. Results of these tests should not be compared.

Subject: Reading Grade: 5 Test: District of Columbia Comprehensive State Assessment System

Edition/Publication Year: 1st Edition Publisher: CTW/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	6	38	5	70	88
% Advanced	0	0	0	0	0
Number of students tested	18	24	22	23	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	7	38	0	72	89
*Proficient only 2004-05	0	0	0	0	0
Number of students tested	15	21	19	18	19
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	6	38	5	70	88
*Proficient only 2004-05	0	0	0	0	0
Number of students tested	18	24	22	23	25
3. (specify subgroup):					
% Proficient plus % Advanced					
*Proficient only 2004-05					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
*Proficient only 2004-05					
Number of students tested					

Notes:

NOTE: DC CAS is a criterion referenced test and data goes back to 2006. Prior to 2006, DC Public Schools administered the Stanford 9 which is a norm referenced test. Results of these tests should not be compared.

Subject: Mathematics Grade: 6 Test: District of Columbia Comprehensive Assessment System (DC CAS)

Edition/Publication Year: 1st Edition Publisher: CTW/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	60	6	32	0	66
*Proficient only 2004-05	0	0	0	0	0
Number of students tested	15	17	25	0	29
Percent of total students tested	100	100	100	0	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	67	0	33		74
*Proficient only 2004-05	0	0	0		0
Number of students tested	14	13	21		23
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	60	0	33		74
*Proficient only 2004-05	0	0	0		0
Number of students tested	15	15	21		23
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NOTE: DC CAS is a criterion referenced test and data goes back to 2006. Prior to 2006, DC Public Schools administered the Stanford 9 which is a norm referenced test. Results of these tests should not be compared.
**Grade 6 was not tested in 2005.

Subject: Reading Grade: 6 Test: District of Columbia Comprehensive State Assessment System

Edition/Publication Year: 1st Edition Publisher: CTW/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	73	47	20		69
*Proficient only 2004-05	6	0	0		0
Number of students tested	15	17	25		29
Percent of total students tested	100	100	100		100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	71	46	19		61
*Proficient only 2004-05	11	0	0		0
Number of students tested	14	13	21		23
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	73	47	19		61
*Proficient only 2004-05	7	0	0		0
Number of students tested	15	15	21		23
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NOTE: DC CAS is a criterion referenced test and data goes back to 2006. Prior to 2006, DC Public Schools administered the Stanford 9 which is a norm referenced test. Results of these tests should not be compared. ** Grade 6 was not tested in 2005.