

REVISED 3/9/06

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

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

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

Official School Name Discovery Middle School  
(As it should appear in the official records)

School Mailing Address 10050 Brummitt Road  
(If address is P.O. Box, also include street address)

Granger IN 46530-7264  
City State Zip Code+4 (9 digits total)

County St. Joseph State School Code Number\* 7372

Telephone (574 ) 674-6010 Fax ( 574 ) 679-4214

Website/URL http://www.phm.k12.in.us E-mail sharper@phm.k12.in.us

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

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

Name of Superintendent\* Dr. Robert Howard  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Penn-Harris-Madison School Corporation Tel. ( 574 ) 259-7941

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. Jim Berger  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**PART II - DEMOGRAPHIC DATA**

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All data are the most recent year available.

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

1. Number of schools in the district:     11 Elementary schools  
   3 Middle schools  
   \_\_\_\_\_ Junior high schools  
   1 High schools  
   \_\_\_\_\_ Other
- 15 TOTAL
2. District Per Pupil Expenditure:     \$9,700 (3 yr. Average)
- Average State Per Pupil Expenditure: \$9,600 (3 yr. Average)

**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. 9 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				7	132	151	283
K				8	138	153	291
1				9			
2				10			
3				11			
4				12			
5				Other			
6	141	114	255				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>829</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>93</u>         | % White                          |
| <u>2</u>          | % Black or African American      |
| <u>3</u>          | % Hispanic or Latino             |
| <u>2</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 4%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	33
<b>(4)</b>	Total number of students in the school as of October 1	885
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.04
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 1%  
10 Total Number Limited English Proficient  
 Number of languages represented: 9  
 Specify languages: Swahili, Chichewa, Mandarin, Cantonese, Japanese, Korean, Portuguese, Kinyarwanda, Krahn

9. Students eligible for free/reduced-priced meals: 5%  
 Total number students who qualify: 40

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 federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9%

76 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>13</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>42</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>	_____
Classroom teachers	<u>41</u>	_____
Special resource teachers/specialists	<u>5</u>	<u>5</u>
Paraprofessionals	<u>17</u>	_____
Support staff	<u>15</u>	<u>11</u>
Total number	<u>80</u>	<u>16</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	95%	95%	95%	94%	94%
Teacher turnover rate	2%	2%	2%	8%	4%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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The mission of Discovery Middle School staff, students, parents, and community is to work together to ensure all students show continuous improvement in the following areas: academic performance, social/emotional behaviors and attitudes, and physical fitness. The learning environment is interactive, rich in content and creativity. Our learning and social climates reflect acceptance and respect for all. Individual differences are also valued and all students are encouraged to achieve to their highest potential and to take ownership for their learning in all areas. Student health is valued, encouraged, and supported by staff, students and parents. At Discovery Middle School students are provided opportunities and develop skills that enable them to become lifelong learners who will achieve success in their future.

Academic progress is valued and supported through students recognizing their individual strengths and weaknesses. Students monitor their own growth through goal-setting and practice integrity, responsibility and respect as they work towards their goals. Gaps in individual achievement are identified and addressed through differentiated lessons and individual learning opportunities. Lessons employ student interactions and performances where understanding is made evident. Future lessons connect and ask students to apply learned concepts and experiment with new content. Continuous growth is celebrated through student performances, awards, and additional opportunities.

Special education students with a range of disabilities are included within the school and work with the general population for all or a portion of their day. General education teachers consider special education students as their own and teach them accordingly. Special education resource teachers loop with students through their middle school years, thus providing strong transitional support.

A safe and non-threatening social and learning environment encourages mature and appropriate freedom of expression. A connected, caring and compassionate staff, involved parents, and a climate of community supports the social and emotional learning of our students. Student learning experiences at Discovery Middle School involve a quality curriculum that is based on high standards and that involves the application of learning strategies and life skills. Content is connected to the developmental stages of adolescence and focuses on meeting the social and emotional needs of the students. Student learning experiences also include the opportunities to participate in a wide variety of extra-curricular activities and associations. Through involvement in service activities, clubs, athletics, academics, intramurals, and the arts, Discovery Middle School students develop as well-rounded individuals. Teachers continuously advance their knowledge of brain research, content, and student developmental stages to create productive and student-centered classrooms. Many opportunities are available for a real life experience where students understand the relevance of their learning.

A commitment to better health for our Discovery Middle School students is evident in our integrated health and fitness program that is provided to all students. Students are encouraged to increase physical activity levels and make healthy choices with regards to nutrition. Students are also educated and encouraged to make appropriate behavior choices that have positive health benefits for their future. A common theme of “take care of your health for your future” is broadcast in many instructional areas. Our parents, staff, school nurse and school cafeteria personnel are essential partners as our students are supported and educated towards leading a healthy life.

A student that has been educated at Discovery Middle School will leave our environment with the confidence and skills necessary to achieve their goals. Students will be communicators, problem solvers, and goal-oriented. Students will have learned the hard lessons of integrity, responsibility and character. Students will accept others and value their personal strengths and challenges. Students will be able to focus on others and self. Students will understand the consequences of behavior choices and its relationship to personal health. Students will feel connected to Discovery and its mission and will remember the life lessons learned in their time spent here.

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

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

The Discovery Middle School assessment program uses a variety of assessment tools to measure

student performance. An emphasis is placed on two key components of this program, the Indiana Statewide Test for Educational Progress (ISTEP+) and a battery of tests developed by the Northwest Evaluation Association (NWEA). District-wide criterion-referenced tests (CRT) in all core subject areas (language arts, mathematics, science, and social studies) and district writing assessments are also utilized.

Each fall, Discovery Middle School students participate in the state's assessment program. All students in grades 3 through 9 in the state of Indiana are mandated to participate. The ISTEP+ measures student achievement in the areas of English/Language Arts and Mathematics. The results from these tests are used by the Indiana Department of Education to make decisions regarding the educational program from the state to individual school levels. The state has broken the performance results into three different levels; Not Passing, Passing, and Pass+ (95<sup>th</sup> percentile). Information regarding ISTEP+ performance can be found on the Indiana Department of Education website ([www.doe.in.gov](http://www.doe.in.gov)).

In the fall of 2005 Discovery Middle School students participated in the state assessment program. The overall results for the English/Language Arts section of the ISTEP+ showed that 92% of the students in grade 6, 92% of the students in grade 7, and 92% of the students in grade 8 demonstrated proficiency on the English/Language Arts portion of the test. In the Mathematics section of the test, 94% of the students in grade 6, 96% of the students in grade 7, and 93% of the students in grade 8 demonstrated proficiency. Data regarding all tested grades (6, 7, and 8) indicates that 90.5% of Discovery Middle School students passed both, the English/Language Arts and Mathematics sections of the ISTEP+. Further analysis according to performance levels shows that 20% of the sixth graders, 24% of the seventh graders, and 19% of the eighth graders performed at the Pass+ level in the English/Language Arts sections of the test. In the area of Mathematics, 41 % of sixth graders, 46% of seventh graders, and 33% of eighth graders achieved the Pass+ level of performance.

There are only two sub groups where there are enough students to collect and compare data. There is a discrepancy between the passing rate of special education students with accommodations and general education students without accommodations. Special education students with accommodations have a significantly lower passing rate than the general education population. Since this sub group only has between 12 and 24 students per grade level, any change in that sub group's performance will have a significant effect on the total percent passing. With 70 percent of special education students with accommodations passing the state test in 2004-2005, the goal of 100 percent passing is within reach.

Another sub group where there is a notable discrepancy is that of gender. Boys score lower than girls in English/Language at the beginning of sixth grade. However, at the end of eighth grade the gap between males and females is significantly less, but with still fewer boys passing than girls. Typical to national averages, boys in eighth grade out-perform girls in math. Opportunities are provided for Discovery girls to meet and form personal contacts with women working in math and science-related fields.

Discovery Middle School students also took NWEA tests in the areas of Reading, Language, and Mathematics in the fall of 2005. These tests are used two times throughout the school year, once in the fall and in the spring. The administration of these tests twice a year allows for student growth to be monitored both within a school year and across multiple years. Another benefit of using the NWEA tests is that the collection of performance data is immediate. The content of these tests is aligned with Indiana standards and is based on a cross-grade scale called a RIT scale. These tests are not state mandated. The school utilizes the NWEA tests to make school-wide, grade-level, and classroom decisions regarding instruction. The consistent use of the NWEA RIT scores has allowed the school to accurately assess the likelihood of successful student performance on the ISTEP+.

According to fall RIT data, Discovery Middle School students performed at an exceptional level on the NWEA battery of tests. In Reading 93% of sixth graders, 93 % of seventh graders, and 94 % of eighth graders met grade-level proficiency. In Language 90% of sixth graders, 90% of seventh graders, and 94% of eighth graders met grade-level proficiency. In Mathematics 92 % of sixth graders, 94% of seventh graders, and 91% of eighth graders met proficiency. Data also shows that 2005 eighth graders have shown improvement in proficiency percentages from 2003-2005. Comparing fall RIT scores from their sixth grade year to their eighth grade year the percentage of students demonstrating proficiency in

Reading has improved by 3%, in Language by 7%, and in Mathematics by 1%. The use of RIT-based tests to monitor student growth and aid in school decision-making has significantly contributed to the success of student learning at Discovery Middle School.

## **2. Using Assessment Results:**

Students at Discovery Middle School are taught how to analyze and understand all corporation and standardized assessment results. Students take ownership of their results and use identified strengths and weaknesses to help set a personal plan for improvement. A teacher from each team shows students how to read their standardized assessment scores and pick out two or three essential skills from math and language arts upon which they need to improve. This information, along with students' ideas for ways to improve and what support they will need, is used to create a written plan for success. Students are also encouraged to recognize areas in which they excel and identify what made that a strength. Computerized results from NWEA testing allow teachers to easily group individual and class needs by essential skill area. Staff members, as a team and individually, spend time analyzing student and class results as well. Results are used by teachers to help create effective and appropriate differentiated lessons, cooperative group lessons, reading assignments, and problems of the day based on abilities.

Students that are not meeting the district and state standards participate in a skills course, which provides individual and small group lessons with direct teacher instruction designed to meet their specific needs. Within this classroom setting, students are taught in a variety of ways designed to reach many of the multiple intelligences. Hands-on lessons and real-life problems are used regularly. Computer programs, which allow students to work in their specific growth area, are employed as well in this course. A computer resource specialist in conjunction with a skills teacher chooses computerized lessons for each student based on areas that need work. The resource specialist and teacher help to answer questions and continually meet with students to discuss ways to keep progressing towards goals. The principal, counselors, and teachers also hold regular conferences with students who have not met standards and/or are working below reasonable expectations. Parents are brought into these meetings often to help create a plan for the student's future growth.

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

Assessment results are shared with administrators, counselors, teachers, students, and parents on a regular basis. Quarterly report cards, as well as midterm progress reports are used to keep parents informed of their child's performance. The corporation also uses an on-line program, MightyBrain, which allows parents to see a detailed breakdown of grades for each subject their child is enrolled in. Parents receive a mailed copy of NWEA test results and ISTEP+ scores with a letter explaining how to read the results. Area schools' ISTEP+ scores are published in the local newspaper and are also posted on-line for the community to view. As a school, we hold student-led conferences, which allow parents to hear about their child's progress directly from the child. This allows the student to take ownership of his/her education and assessment results. During this conference, parents view student artifacts, NWEA and ISTEP+ scores, the open-ended portion of ISTEP+ tests, and their child's written plan for improvement in targeted essential skill areas. Student results from the President's Challenge Fitness are also shared at this conference. Individual parent-teacher conferences are also held on an as needed basis to discuss performance and assessment results. Classes such as band, choir, orchestra, piano lab, and seminar studies hold performances and/or presentations throughout the school year for parents and community to attend. Students and parents also participate in an annual art show to showcase exemplary work. Students that attain Principal's Honor Roll or have shown great improvement and/or success on standardized testing are invited along with parents to a recognition/celebration breakfast.

## **4. Sharing Success:**

Discovery Middle School has multiple opportunities to share district and standardized assessment results. All administrators participate in monthly meetings throughout the school year. Test results are shared at many of these meetings and strategies of success are explored. In addition, administrators at



Discovery participate in district leadership workshops twice throughout the year to celebrate achievement and develop goals for continued improvement. Also, the Discovery principal is currently involved in an administrative mentoring program, which allows and utilizes the sharing of assessment data.

The initial district in-service day at the start of the year explores the previous year's assessment results. Based on that performance, new goals are established for the current year. Test data is shared with the entire teaching staff and within individual curricular areas. Ideas, strategies, and methods are discussed to promote academic and testing achievement.

Discovery has an open-door policy and welcomes visits from colleagues from other schools. Over the past ten years, many schools have expressed interest in flexible scheduling, special education, teaming structure, professional collaboration, developmental fitness, looping/multiage opportunities, and remediation programs. This information has been shared through conversations, visitations, meetings, and conference presentations. Within the district, there are meetings among the three middle schools, the high school, and Discovery feeder elementary schools to share information and discuss transitions and academic progress. Local university students regularly intern at Discovery and participate in short-term observations with teachers. Discovery has a reputation of openness and sharing and will continue this practice.

## **Part V – Curriculum and Instruction**

### **1. Curriculum:**

All areas of Discovery Middle School's curriculum are designed to meet the district and state standards with emphasis on meeting the needs of middle school-aged learners. In grades six and seven each student has five core classes – reading, writing, math, science, and social studies – Fitness, a music performance class, and an applied rotation including Life Management, Industrial Technology, Art, and TV Studio or a project-oriented class called CAPS. Other advanced and remedial classes are offered based on student need and interest. In eighth grade students take a reading / writing class and a foreign language class.

Because all students have the same teacher for both reading and writing, language arts teachers are able to integrate reading and writing instruction. Reading, writing, speaking, and listening are evaluated each semester through a Criterion Referenced Test (CRT) at each grade level. As part of the writing curriculum, students write both creative and technical pieces throughout the year.

The math curriculum is designed to fit the needs of learners at different levels. Students in the sixth grade take either a general math class or a Pre-Algebra class. Students proceed through Pre-Algebra and Algebra with advanced students able to complete Geometry by the end of eighth grade. The placement and progression of students each year is based on the previous year's achievement and their standardized test scores. Through this program, students in the eighth grade at Discovery meet or exceed the state standards for eighth grade math.

Discovery's science curriculum is aligned with the state and district standards. The curriculum is a spiral curriculum, with some of each scientific discipline – chemistry, physics, biology, and earth science – being taught each year. There is also a heavy emphasis on skill mastery which spirals through all three grade levels. Skills taught include technical reading, basic note-taking, study skills, and test-taking skills, with the teachers at Discovery emphasizing skills that will be used throughout life. They provide instruction and practice in using thinking and evaluation skills, and also integrate math and writing practice into the curriculum.

The social studies curriculum is also standards-based. Each grade level has a focus area and a set of knowledge and skills students are expected to master. The sixth grade focus is ancient cultures, with an emphasis on the foundations of Western Culture. The seventh grade curriculum is centered on the study of the Eastern Hemisphere, and includes literature studies and formal debates. The focus for the eighth grade is United States History, including the structure of the government. The eighth grade program also includes a student career test and a career exploratory project, along with literature studies. All grade levels also include geography as part of the curriculum.

In the eighth grade, all students participate in a foreign language program. Students study both the culture and language in four areas: German, French, Spanish, and Japanese. These classes include guest

speakers, interaction with advanced language high school students, and field trips, along with vocabulary practice and conversational language experiences.

All students at Discovery study fine arts starting in the sixth grade. Incoming students can select band, orchestra, choir, or piano lab. Each class includes multiple performances throughout the school year. Students take one art class each year as part of the applied rotation. An advanced art class has been offered to some eighth graders. The curriculum includes required in-class projects using multiple mediums, and students are expected to complete an at-home project of their choice.

The fitness program at DMS is a year-long, integrated physical education and health class. It offers age-appropriate instruction on nutrition, decision-making, making healthy choices, and being physically active. The focus of the program is on the overall wellness of each student and the life skills necessary for living a healthy life.

## **2b. English:**

The language arts curriculum is writing-based, teaching all aspects of writing using the 6+1 Writing Rubric. We focus on improving students' clarity of composition and experiencing different forms of writing from response and persuasive to writing research papers. Students progress to their next challenge level. Rough drafts, proofreading, and peer editing are emphasized wherein students take more ownership for their work. In addition to the writing, students become stronger and better readers. They take their reading beyond a basic comprehension level to an analytical level where they can evaluate and draw their own conclusions and make connections between their own life and what they are reading. Spelling and vocabulary are stressed through reading experiences rather than just regurgitating the meaning. A holistic form of grammar study with a high focus on application through the writing program is practiced.

To improve the reading skills of students who read below grade level, continuous assessment occurs. The selection of texts, types of discussions, and the writing and analysis asked of each student is individualized based upon student need. Direct instruction occurs based upon the student's current achievement. Students work with curriculum software and through the Wilson Reading Program toward grade level goals (and beyond).

All students create individual portfolio collections of their writings from sixth through eighth grade to show growth. Students reflect on their collection to understand their strengths and weaknesses, thus taking ownership for their learning. Students learn how to understand their testing results so they can set continuous improvement goals. Students share their portfolios with their parents through student-led conferences held at school.

## **3. Fitness (Physical Education/Health):**

A commitment to better health for Discovery Middle School students is evident in our integrated health and fitness program. All students at DMS are fully included and participate in this program for the entire school year. This program emphasizes a student wellness perspective and is designed to focus on the whole child's needs. Physical, social, emotional and mental health life skills are an important part of the curriculum. Students experience and learn skills necessary to problem solve and make appropriate decisions for a lifetime of optimum health. The theme, "Training for Life and Success for All" allows for the integration of many academic and social/emotional skills within the instructional units. Students practice problem-solving and collaboration through participation in sport and team activities, as well as group projects and station activities in the health classroom. Fitness teachers often team with other content areas such as math and science for projects involving heart rate and body systems. Students regularly use pedometers and heart monitors in activities and write reflections and journals with regards to physical activity and health topics. Frequently, students use their President's Challenge Fitness results to set personal goals for improvement. These results are part of Discovery's School Improvement Plan, where each student is expected to make continuous growth. The workout in physical education comes first before the play. Sports are utilized as a means to increase physical fitness, not as skill development units. This program focuses on success for all in physical activities. Topics related to exercise and nutrition are

a constant theme in instruction in gym areas and health classrooms. Health topics related to drugs and alcohol, bullying, growth and development, and disease are also a part of this curriculum. Innovative units in roller-skating, Dance Dance Revolution, golf and table tennis allow students opportunities to develop skills and promote healthy and social interactions.

#### **4. Instructional Methods:**

Teachers at Discovery use a wide variety of instructional strategies to help all students grow each year in their content mastery and to improve their skill levels. These strategies are used in all areas of the curriculum. Key strategies include Differentiation Instruction (DI), Multiple Intelligence-based planning (MI), and Cooperative Learning. Understanding how the brain works underlies all of these instructional strategies.

DI is a key strategy utilized by teachers. Methods used include frequent assessment of student progress, small group work, choices of projects and products, and alternate test forms and methods which are offered based on student need and curricular appropriateness. Each teacher can monitor student learning and mastery in his or her classroom, and has the freedom to adjust the instructional strategies as needed in order to ensure students are learning at a challenging, but not overwhelming level. Learning groups within the classroom are a combination of student choice and teacher design, depending on the activity and the needs of individual students. The staff makes a concerted effort to build strong, positive relationships with students so that they feel safe while at school and are able to learn.

Teaching at Discovery involves tailoring instruction to meet the variety of learning styles present in each classroom. All teachers recognize that students have different areas of strength – based on Multiple Intelligence research – when it comes to learning and proving mastery. Knowledge of the different intelligence areas guide teacher decisions on how to provide instruction, how to group students, and how to test for mastery in each subject area. Key concepts and power standards are taught through multiple experiences and utilizing different MI strategies.

Because many students at the middle school tend to be stronger in the interpersonal intelligence, Cooperative Learning is a frequently used instructional strategy. Teaching students to work with others in a productive manner while also creating a challenging learning experience is primary to many lessons taught throughout the building.

The modular technology classes, offered as part of the applied rotation, incorporate all of these instructional strategies at once. Students work through several different modules including cooking, sewing, using machinery, and using technology to name a few. Each module requires students to use several different learning styles, to work independently with an assigned partner, and to work at their ability level. The experience incorporates previous knowledge and builds on that as students progress through the activities using different forms of technology.

Teachers are encouraged to look at new strategies specific to their content area instruction, to explore training opportunities, and to use those strategies in their classrooms. Successful strategies can then be shared with other staff members.

#### **5. Professional Development:**

The professional development program at Discovery Middle School offers a variety of opportunities for teachers. A key aspect of the school's mission and vision is the recognition of the individual student as it relates to learning. A focus of the professional development program is the concept of “Differentiated Instruction” (DI). Teachers have participated in workshops, conferences, in-service training, and grade/subject-level collaboration regarding DI and how it relates to instruction. Challenging, motivating, and learner-appropriate opportunities have been provided for students as a result of the school's focus on DI. Tiered-lessons, individualized instruction, independent study opportunities, and remediation are a few ways DI is being utilized. The frequent use of a district-level enrichment and instructional facilitator as an “in-house coach” provides additional professional development in DI.

Another area that is a focal point of the professional development program is the application of the theory of “Multiple Intelligences” (MI) and its use in development of quality instruction. Teachers have

participated in conferences, workshops, and training aimed at developing lessons and instruction that incorporates MI principles. Teachers also collaborate in professional settings to create interdisciplinary instructional opportunities for students.

Discovery Middle School teachers also participate in the Career Development Options Program (CDOP) at the district level. The CDOP program provides teachers professional learning opportunities in a variety of instructional areas. CDOP learning modules include Teacher Expectations and Student Achievement (TESA), Technology in the Classroom, Differentiated Instruction, Socratic Seminar, Writing Workshop, and Conflict Resolution to name a few. These classes allow teachers to collaborate with colleagues across the district.

The professional development program at Discovery Middle School is designed to enhance the individual creativity of each teacher as well as provide collaborative opportunities to improve instruction and student learning. Teacher leaders are given opportunities to collaborate with their peers and make school-wide decisions. As a part of the school-wide improvement committee, they work closely with business and parent partners to monitor results, problem solve, set goals, and continuously move us to excellence.

**PART VII - ASSESSMENT RESULTS**

**Grade 6 ISTEP+ English/Language**

Edition/Publication Year Copyright 1997

Publisher CTB/McGraw-Hill

Scores are reported here as scale scores.

<b>State Tests</b>	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>					
% Passing	92	91	90	87	73
% Pass+	20	15	14	19	*
Number of students tested	249	309	284	268	293
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed (ISTAR)	**	**	**	**	N/A
Percent of students alternatively assessed	**	**	**	**	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Special Ed with accommodations</b>					
% Passing	41	56	21	42	23
% Pass+	0	0	0	0	*
Number of students tested	17	25	14	19	26
<b>2. Special Ed without accommodations</b>					
% Passing	**	**	**	**	**
% Pass+	**	**	**	**	*
Number of students tested	**	**	**	**	**
<b>3. Non-LEP with accommodations</b>					
% Passing	44	56	21	42	23
% Pass+	0	0	0	0	*
Number of students tested	16	25	14	19	26
<b>4. Non-LEP without accommodations</b>					
% Passing	96	95	93	90	78
% Pass+	22	16	15	19	*
Number of students tested	228	284	270	237	265
<b>5. SES-Free or Reduced</b>					
% Passing	83	75	88	90	**
% Pass+	25	0	19	10	*
Number of students tested	12	12	16	10	**
<b>6. Gender - Male/Female</b>					
% Passing - Male/Female	89/96	86/95	85/94	84/91	72/73
% Pass+ - Male/Female	13/28	11/18	7/20	19/18	*
Number of students tested	136/113	138/171	134/150	134/134	141/152

\*Pass+ was not designated until 2002-03.

\*\*Values were not computed for fewer than ten students.

<b>MEAN SCALE SCORE</b>	533.0	525.2	524.1	529.1	508.7
<b>STANDARD DEVIATION</b>	47.0	43.8	45.5	46.4	58.4

**Grade 6 ISTEP+ Math**

Edition/Publication Year Copyright 1997

Publisher CTB/McGraw-Hill

Scores are reported here as scale scores.

<b>State Tests</b>	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>					
% Passing	96	94	94	92	80
% Pass+	41	42	37	41	*
Number of students tested	249	309	284	268	293
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed (ISTAR)	**	**	**	**	N/A
Percent of students alternatively assessed	**	**	**	**	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Special Ed with accommodations</b>					
% Passing	53	73	50	63	50
% Pass+	6	23	0	11	*
Number of students tested	17	22	14	19	26
<b>2. Special Ed without accommodations</b>					
% Passing	**	**	**	**	**
% Pass+	**	**	**	**	*
Number of students tested	**	**	**	**	**
<b>3. Non-LEP with accommodations</b>					
% Passing	50	73	50	63	50
% Pass+	0	23	0	11	*
Number of students tested	16	22	14	19	26
<b>4. Non-LEP without accommodations</b>					
% Passing	99	95	97	94	83
% Pass+	44	43	39	43	*
Number of students tested	228	304	270	237	265
<b>5. SES-Free or Reduced</b>					
% Passing	92	83	94	100	**
% Pass+	42	**	38	10	*
Number of students tested	12	12	16	10	**
<b>6. Gender - Male/Female</b>					
% Passing - Male/Female	96/96	93/95	93/95	94/90	83/78
% Pass+ - Male/Female	40/43	46/39	40/35	43/39	*
Number of students tested	136/113	138/171	134/150	134/134	141/152

\*Pass+ was not designated until 2002-03.

\*\*Values were not computed for fewer than ten students.

<b>MEAN SCALE SCORE</b>	549.8	549.5	541.0	543.8	524.2
<b>STANDARD DEVIATION</b>	55.0	52.3	53.1	56.7	52.9

### Grade 7 ISTEP+ English/Language

Edition/Publication Year Copyright 1997

Publisher CTB/McGraw-Hill

Scores are reported here as scale scores. 7th Grade ISTEP+ began in Fall 2004.

**The 2005-06 7th Grade ISTEP+ Disaggregation Summary Report has not been received.**

<b>State Tests</b>	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>					
% Passing	92	90			
% Pass+	24	19			
Number of students tested	281	290			
Percent of total students tested	99	99			
Number of students alternatively assessed (ISTAR)	**	**			
Percent of students alternatively assessed	**	**			
<b>SUBGROUP SCORES</b>					
<b>1. Special Ed with accommodations</b>					
% Passing		**			
% Pass+		**			
Number of students tested		**			
<b>2. Special Ed without accommodations</b>					
% Passing		56			
% Pass+		0			
Number of students tested		16			
<b>3. Non-LEP with accommodations</b>					
% Passing		**			
% Pass+		**			
Number of students tested		**			
<b>4. Non-LEP without accommodations</b>					
% Passing		91			
% Pass+		19			
Number of students tested		282			
<b>5. SES-Free or Reduced</b>					
% Passing		78			
% Pass+		6			
Number of students tested		18			
<b>6. Gender - Male/Female</b>					
% Passing - Male/Female		85/94			
% Pass+ - Male/Female		13/24			
Number of students tested		137/153			
<b>MEAN SCALE SCORE</b>					
		564.0			
<b>STANDARD DEVIATION</b>					
		57.9			

\*Pass+ was not designated until 2002-03.

\*\*Values were not computed for fewer than ten students.

### Grade 7 ISTEP+ Math

Edition/Publication Year Copyright 1997

Publisher CTB/McGraw-Hill

Scores are reported here as scale scores. 7th Grade ISTEP+ began in Fall 2004.

**The 2005-06 7th Grade ISTEP+ Disaggregation Summary Report has not been received.**

<b>State Tests</b>	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>					
% Passing	98	96			
% Pass+	46	46			
Number of students tested	281	290			
Percent of total students tested	99	99			
Number of students alternatively assessed (ISTAR)	**	**			
Percent of students alternatively assessed	**	**			
<b>SUBGROUP SCORES</b>					
<b>1. Special Ed with accommodations</b>					
% Passing		**			
% Pass+		**			
Number of students tested		**			
<b>2. Special Ed without accommodations</b>					
% Passing		73			
% Pass+		27			
Number of students tested		15			
<b>3. Non-LEP with accommodations</b>					
% Passing		**			
% Pass+		**			
Number of students tested		**			
<b>4. Non-LEP without accommodations</b>					
% Passing		97			
% Pass+		47			
Number of students tested		281			
<b>5. SES-Free or Reduced</b>					
% Passing		89			
% Pass+		22			
Number of students tested		18			
<b>6. Gender - Male/Female</b>					
% Passing - Male/Female		95/96			
% Pass+ - Male/Female		50/42			
Number of students tested		137/153			

\*Pass+ was not designated until 2002-03.

\*\*Values were not computed for fewer than ten students.

<b>MEAN SCALE SCORE</b>		575.9			
<b>STANDARD DEVIATION</b>		55.3			



**Grade 8 ISTEP+ English/Language**

Edition/Publication Year Copyright 1997

Publisher CTB/McGraw-Hill

Scores are reported here as scale scores.

<b>State Tests</b>	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>					
% Passing	92	94	88	91	88
% Pass+	19	27	15	20	*
Number of students tested	290	278	297	307	283
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed (ISTAR)	**	**	**	**	N/A
Percent of students alternatively assessed	**	**	**	**	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Special Ed with accommodations</b>					
% Passing	50	45	54	32	28
% Pass+	0	5	0	0	*
Number of students tested	14	20	24	22	18
<b>2. Special Ed without accommodations</b>					
% Passing	80	**	**	**	**
% Pass+	20	**	**	**	*
Number of students tested	10	**	**	**	**
<b>3. Non-LEP with accommodations</b>					
% Passing	50	45	54	32	26
% Pass+	0	5	0	0	*
Number of students tested	14	20	24	22	19
<b>4. Non-LEP without accommodations</b>					
% Passing	95	97	91	95	93
% Pass+	20	29	17	21	*
Number of students tested	275	258	272	276	252
<b>5. SES-Free or Reduced</b>					
% Passing	80	73	70	**	**
% Pass+	**	**	20	**	*
Number of students tested	20	11	10	**	**
<b>6. Gender - Male/Female</b>					
% Passing - Male/Female	92/93	91/96	87/89	87/95	87/89
% Pass+ - Male/Female	15/23	22/32	9/21	16/24	*
Number of students tested	134/155	134/144	146/151	156/151	141/142

\*Pass+ was not designated until 2002-03.

\*\*Values were not computed for fewer than ten students.

<b>MEAN SCALE SCORE</b>	575.4	582.1	567.8	576.7	536.2
<b>STANDARD DEVIATION</b>	43.3	43.7	48.3	50.2	57.4

### Grade 8 ISTEP+ Math

Edition/Publication Year Copyright 1997

Publisher CTB/McGraw-Hill

Scores are reported here as scale scores.

<b>State Tests</b>	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>					
% Passing	93	94	92	93	91
% Pass+	33	39	27	28	*
Number of students tested	290	278	297	307	283
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed (ISTAR)	**	**	**	**	N/A
Percent of students alternatively assessed	**	**	**	**	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Special Ed with accommodations</b>					
% Passing	42	70	58	61	56
% Pass+	8	5	4	0	*
Number of students tested	12	20	24	23	18
<b>2. Special Ed without accommodations</b>					
% Passing	92	**	**	**	**
% Pass+	33	**	**	**	*
Number of students tested	12	**	**	**	**
<b>3. Non-LEP with accommodations</b>					
% Passing	42	70	58	61	53
% Pass+	8	5	4	0	*
Number of students tested	12	20	24	23	19
<b>4. Non-LEP without accommodations</b>					
% Passing	95	96	95	96	94
% Pass+	34	42	29	30	*
Number of students tested	277	258	272	275	252
<b>5. SES-Free or Reduced</b>					
% Passing	80	100	70	**	**
% Pass+	10	9	10	**	*
Number of students tested	20	11	10	**	**
<b>6. Gender - Male/Female</b>					
% Passing - Male/Female	93/92	96/92	93/91	93/94	94/88
% Pass+ - Male/Female	43/25	46/33	35/20	26/30	*
Number of students tested	134/155	134/144	146/151	156/151	141/142

\*Pass+ was not designated until 2002-03.

\*\*Values were not computed for fewer than ten students.

<b>MEAN SCALE SCORE</b>	601.4	612.8	600.0	597.5	548.2
<b>STANDARD DEVIATION</b>	62.2	62.0	64.2	59.4	51.9