

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

U.S. Department of Education

Cover Sheet

Type of School: ___ Elementary Middle ___ High ___ K-12 ___ Charter

Name of Principal Ms. Cleta Driver

Official School Name George Washington Carver Middle School

School Mailing Address 625 East Oklahoma Place

Tulsa Oklahoma 74106 - 4831
City State Zip Code+4 (9 digits total)

County Tulsa State School Code Number* 721001515

Telephone (918) 925-1420 Fax (918) 925-1450

Website/URL www.tulsaschools.org/schools/carver E-mail Drivecl@tulsaschools.org

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

(Principal's Signature) Date _____

Name of Superintendent Dr. David Sawyer

District Name Tulsa Public Schools Tel. (918) 746-6353

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. Matthew Livingood

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

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

PART I - ELIGIBILITY CERTIFICATION

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:
 - 58 Elementary schools
 - 15 Middle schools
 - Junior high schools
 - 9 High schools
 - 7 Other
 - 89 TOTAL

2. District Per Pupil Expenditure: \$7,257.03
- Average State Per Pupil Expenditure: \$6,577.46

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. 10 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:

2005-2006

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | 105 | 114 | 219 |
| K | | | | 8 | 90 | 111 | 201 |
| 1 | | | | 9 | | | |
| 2 | | | | 10 | | | |
| 3 | | | | 11 | | | |
| 4 | | | | 12 | | | |
| 5 | | | | Other | | | |
| 6 | 96 | 129 | 225 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 645 |
| → | | | | | | | |

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>34</u> | % White |
| <u>53</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>7</u> | % American Indian/Alaskan Native |
| 100% | Total |

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

7. Student turnover, or mobility rate, during the past year: 2 %

2004-2005

| | | |
|------------|--|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 3 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 10 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 13 |
| (4) | Total number of students in the school as of October 1 | 623 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .02 |
| (6) | Amount in row (5) multiplied by 100 | 2 |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 321

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: 1 %
 4 Total Number of Students Served

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

| | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 2 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 1 </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </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> 3 </u> | <u> </u> |
| Classroom teachers | <u> 33 </u> | <u> </u> |
| Special resource teachers/specialists | <u> 3 </u> | <u> 1 </u> |
| Paraprofessionals | <u> 1 </u> | <u> 1 </u> |
| Support staff | <u> 4 </u> | <u> 1 </u> |
| Total number | <u> 44 </u> | <u> 3 </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 | 96% | 97% | 97% | 96% | 97% |
| Daily teacher attendance | 96% | 95% | 96% | 93% | 97% |
| Teacher turnover rate | 25% | 18% | 21% | 0% | 10% |
| Student dropout rate (middle/high) | 0% | 0% | 0% | 0% | 0% |

PART III – SUMMARY

Carver Middle School is located in the historic Greenwood District in Tulsa, Oklahoma, in close proximity to downtown Tulsa.

Carver was built in 1928 and opened as a neighborhood school serving African-American students. Over the years, Carver has been a junior high, a middle school, a magnet school, and now, a school of choice. To attend Carver, one must submit an application. The major requirements are a grade average of "B" or better, good attendance, and acceptable standardized tests scores in reading and math. Our student population is diverse.

Building renovations, funded by a bond issue, are currently in progress. We have a new gymnasium and cafeteria, and eight new classrooms, including a state-of-the-art instrumental classroom with individual practice rooms. The old cafeteria is being renovated for Gateway to Technology, a national organization established to help students excel in high tech fields. This is a four unit middle school pre-engineering program taught in conjunction with rigorous academic core classes. The library and computer labs are currently being up-dated with new furniture and equipment. Installation of carpeting has made the building much quieter.

Standardized test scores indicate that Carver students have earned the highest scores in the school district for several years. Last year, our scores were the best in the county, which includes fourteen other school districts.

Carver also has an outstanding Fine Arts department. Seventh and eighth grade students participate in competitive speech and debate tournaments at the high school level. Sixteen of our students participated in the All-City Vocal Music Competition. The All-City Instrumental Competition showcased four of our students.

Our students have the opportunity to earn several high school credits in languages and math while at Carver. We are closely associated with Booker T. Washington High School and share some educational programs with them. One is the International Baccalaureate Programme, which is a rigorous course of study emphasizing the use of portfolios for their best work, and service to others. Carver has formed international connections with Tiberias, Israel, Celle, Germany, Utsumoniya, Japan, and Beijing, China. Through education and an appreciation of others, we are preparing our students for the future.

Since the 2001 school term, Exemplary School Flags have been presented annually to the outstanding school at each level. Carver has received the middle school flag four of the five years. The recognition for excellence and consistency is a matter of pride for everyone at the school.

Carver is more effective because of its PTSA. Our parents facilitate our success by giving one hundred dollars to each teacher for classroom supplies. The PTSA donated a Riso copier to the school. Parents have a major fund raiser, Carver Auction and Bingo Night (CAB). They serve as monitors for tests and chaperone study trips. We have parents who volunteer for one week to stay at a sleep-over camp, Wildcat Wilderness, with our eighth graders.

Carver Middle School is a school of choice that selects students from all over the city in order to ensure a culturally diverse population. We offer advanced courses in several core areas. In addition to language arts, mathematics, science and social studies, our students are required to take foreign languages, physical education, and fine arts. We focus on enrichment activities, multi-cultural experiences, and meaningful electives to prepare students for success at the next level.

It is the mission of Carver Middle School to promote and sustain academic excellence in a threat-free environment, to encourage self-discipline, service to the community, and life-long learning by developing responsible citizens. Our tradition is excellence, our concept is diversity, our potential is unlimited.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Over the past four years George Washington Carver Middle School has tested an average of 195 eighth grade students per year. Although our students represent a broad mixture of racial, social, and economic backgrounds, none were alternatively assessed. Since the inception of statewide assessment indicators four years ago, Carver Middle School students have averaged a total Academic Performance Indicator (API) score of 1371. During the latter half of the 2004 school year students earned a total of 1422 API points, an achievement that earned both the Tulsa Public Schools Independent District and the school with the highest middle school score in Tulsa County.

The total number of students assessed in 2004-2005 was 183. Several highlights of the 2004-2005 academic school year include the following:

Reading:

- As a whole, 96% of our students scored at or above the state standard while 21% exceeded state standards.
- Economically disadvantaged students--96% scored at or above the state standard; 9% exceeded state standards.
- Black students--91% scored at or above the state standard; 6% exceeded state standards.
- White students--100% scored at or above the state standard; 32% exceeded state standards.
- Hispanic students--67% scored at or above the state standard; 38% exceeded state standards.

Math:

- As a whole, 90% of our students scored at or above the state standard while 35% exceeded state standards.
- Economically disadvantaged students--88% scored at or above the state standard; 16% exceeded state standards.
- Black students--81% scored at or above the state standard; 10% exceeded state standards.
- White students--99% scored at or above the state standard; 55% exceeded state standards.

Carver Middle School participates in the Educational Planning and Assessment Systems (EPAS), sponsored by the American College Testing Program (ACT). This sequence of testing begins at the eighth grade with EXPLORE and continues through the sophomore year with PLAN and finally transitions into the ACT the junior or senior year. Carver eighth grade students' 2005-2006 results yielded the following strengths in reading and math:

- Carver's Composite Score was 17 of a total of 25 with a National Mean Score of 14.
- Black students' average score in Reading was 15 of a total of 25.
- Indian students' average score in Reading was 17 of a total of 25.
- White students' average score in Reading was 18 of a total of 25.
- Carver's average score in Math was 17 of a total of 25.
- Black students' average score in Math was 16 of a total of 25.
- Indian students' average score in Math was 18 of a total of 25.
- White students' average score in Math was 19 of a total of 25.
- 96% of Carver eighth grade students anticipate attending a four-year college or university or pursuing further graduate/professional studies.
- 175 of 187 tested projected future plans for education with only 12 undecided at the eighth grade level.

The State of Oklahoma utilizes Academic Performance Index (API) and Adequate Yearly Progress (AYP) to measure success in state schools. The **Academic Performance Index (API)** was created to measure the performance and progress of a school or district based on several factors that contribute to overall educational success. The possible scores range from 0 to 1,500 with 1,000 being the average score of schools and districts in the 2001-2002 school year. The **Adequate Yearly Progress (AYP)** is determined by the success or failure of an individual school or district in achieving the state defined performance

benchmarks. Detailed information regarding assessment and accountability within the state of Oklahoma can be found on the state's website located at <http://www.sde.state.ok.us/home/defaultie.html>.

2. Using Assessment Results: Carver Middle School uses an array of assessment tools. Our students take local benchmark tests; state criterion referenced tests; state end of instruction tests; and EXPLORE, as mentioned above. Formative assessments are used to modify instruction as needs and strengths are identified and to ensure instruction is aligned to curriculum and to drive curricular modification. The assessment and analysis data is communicated to teachers, parents, and students because all share in the responsibility for student success.

Curriculum design begins with the standards and benchmarks. Curriculum and assessment analysis and data, and researched best practices determine instructional content and methods. Instruction is dynamic and cyclical, and includes standards, curriculum, assessment and analysis that use research to inform decision making. Assessment provides information for reflection as we question what we are doing, how well we are doing it (in relationship to standards), and how we need to improve. (Hearne, 1992) In addition to standardized test data analysis, teachers use student work (including portfolios), teacher made tests, and parent and teacher observation to inform practice. Unless assessment results are used to inform instruction, teachers will not readily see a need for change. The school is in the beginning stages of doing a "Plan, Do, Study, Act" process for initial decision making as well as for review. This is a process used to promote continuous improvement for strategic planning purposes.

3. Communicating Assessment Results: Communication with students about performance and achievement is an essential element of using assessment to drive learning. The student must be informed about his/her learning goals and his/her progress in reaching content objectives. In addition, student participation in parent conferences and portfolio presentations are an important aspect of authentic assessment. In many instances, having a student take charge of hi/her own conference is the most effective method of communicating to parents. To ensure that communication is a continual process at Carver we first make an effort to communicate about student achievement by individual plans of study. This process stresses the importance of communicating student achievement to both parents and students via checklists, rubrics, letter grades, numerical scores, etc. and using a variety of methods, i.e. report cards, informal communication, parent-teacher conferences, and the Internet. Secondly, our staff emphasizes interim parent/teacher school-to-home progress reports. This provides feedback to parents about academic progress. The progress report provides opportunities for parent feedback and allows the teacher to specifically identify factors which may be contributing to the success or lack of success for a particular student.

State and local standardized assessment results are used to assist students, teachers, parents, and administrators. Students receive immediate feedback through the guidance/counseling office and participate in a self-analysis with the guidance of the counselor. The presentations explain the test and the test results, how to successfully read and interpret the test results, and suggested course-work relevant to national career clusters.

Finally, parent/teacher conferences provide an opportunity for teachers and parents to communicate one-on-one about the progress of a student. Teachers and parents discuss specific work samples displayed in student portfolios. Teachers also increase parental awareness of the Oklahoma Priority Academic Student Skills and give specific feedback about student mastery.

4. Sharing Success: Carver is a school of choice within a district of over 40,000 students with a vision that supports the district's vision statement "TPS: The District of Choice." Carver Middle School must play an active role in recruiting students from the district's 59 elementary schools. During a two month recruitment period, fifth grade students are afforded the opportunity to "shadow" current sixth graders at Carver for one-half day. Additionally, parents wishing to tour the Carver facility are treated to a personal tour guided by current Carver students. Following the tour, an exit interview with an administrator occurs to complete the visit. Administrative staff members also visit many of the elementary schools and, utilizing technology, inform fifth grade students and their teachers of the many opportunities available at Carver.

Our successes are also shared with other schools via an updated and informative website that is maintained by our librarian.

Specific details about Carver Middle School's accomplishments can also be found in the Site Improvement Plan (SIP), which is readily available for internal and external stake-holders. It will be linked to the school's/district's web site.

As leaders in education, Carver staff members provide cutting edge and innovative programs as facilitators for many district sponsored staff development work shops, such as:

- data desegregation and interpretation of EPAS results
- geography content training for district middle school teachers
- science content training for district middle school teachers.

Carver's current teacher of the year for Tulsa Public Schools conducts a television series, *A Place Called School*, which highlights best practices among the schools in our district.

Finally, the school principal has served as principal leader for six middle schools over the past two years. Serving in this capacity has allowed the principal the opportunity to advise and assist other middle school principals as they, too, strive to attain exemplary status.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Oklahoma’s Priority Academic Student Skills (PASS) drives the basic Carver Curriculum. PASS provides every content area with learning expectations that set standards and competencies for each middle school course. The Tulsa Public Schools Model for School Improvement and the International Baccalaureate Middle Years Programme provide a framework for curriculum delivery. The curricula’s philosophical approach to teaching and learning are consistent with current research, exemplary practices, and national standards.

Our district mission is to provide a quality learning experience in every classroom every day without exception. Through our alignment to the district’s vision, Carver is able to make learning meaningful and relevant for middle school students. It is our intent to provide impetus for learning and assessment that requires the application of knowledge rather than memorization and accumulation of facts. To accomplish the mission, our staff is organized into interdisciplinary teams. These teams have a common planning period, which supports delivery of a curriculum in keeping with the premise of the Tulsa Model for School Improvement that supports a brain compatible process for learning.

Interdisciplinary grade level teams plan and implement integrated units that incorporate academic skills and content into cross-curricular units of instruction that address disciplinary topics contained within the separate subjects, including process oriented topics, relevant issues for adolescents, and contemporary social problems. These integrated units and their assessments encompass required district, state and national standards, as well as the curricular requirements (Areas of Interaction) for the IBMYP. Close attention is paid to connecting learning to student interest and experience.

The Language Arts program aims to provide all students with the most effective instruction in the areas of writing, reading, and study of literature. Writing instruction focuses on skills needed to master the writing process from brainstorming and research through revision to final publication. Rubrics emphasizing vocabulary, mechanics, standard usage, and coherence, offer endless opportunities to integrate instruction. Literature focuses on activating students’ prior knowledge, guiding their analysis and interpretation of text, and providing reflective activities from cross-curricular connections.

The social studies curriculum provides a systematic study of information, skills and concepts from the disciplines of World Cultures, Geography, and U. S. History to 1850. It is the intent of course work to develop knowledge and necessary skills to become productive and contributing citizens of this culturally diverse democratic nation and to develop a global perspective and understanding of all people.

The math curriculum seeks to have all students proficient in Pre-Algebra by the end of the eighth grade as a minimum requirement. However, the majority of the student population completes Algebra I and some students complete Geometry. Students who qualify attend more advanced math classes at the feeder high school. These three different math tracks, with flexibility of student movement based on achievement of competency, allows the school to provide learning for a wide range of student need and ability.

Science process standards, inquiry standards, and content standards provide the framework for delivery of the science curriculum. All courses include Physical Science, Life Science, and Earth/Space Science, the content of which spirals from one grade level to the next. This integrated approach provides students with a coordinated, coherent approach for understanding the skills and knowledge that are needed to become scientifically literate citizens.

The arts and foreign language curricula offer a graduated course of study by each grade level in nine-weeks, semester, and full year courses. The fine arts courses are Visual Arts, Instrumental and Vocal Music, and Arts Alive. Every course in the curriculum supports and integrates the Arts Standards. French, Spanish, and German courses are also offered at each grade level. The sixth grade courses offer opportunities for cultural studies and basic vocabulary. The seventh grade and eighth grade curriculum provides opportunity for students to develop basic language proficiency within a curriculum having a cultural studies emphasis.

2. English: The Carver Middle School language arts program encompasses process and content—how people communicate as well as what they communicate. Process includes skills and strategies used in

listening, speaking, reading, writing, and viewing. Content includes the ideas, themes, issues, problems, and conflicts found in classical and contemporary literature and other texts, such as technical manuals, periodicals, speeches, and videos. Ideas, experiences, and cultural perspectives discovered in text help students shape visions of the world. The Language Arts curriculum cultivates individual thinkers and communicators with sixth graders establishing a strong foundation in the development of their own identity and uniqueness. Methods may include cooperative learning groups, writing workshops, experiential learning opportunities, interdisciplinary units that embed writing opportunities both within the language arts class as well as across the curriculum. Students read and discuss a variety of literature as they hone their creative writing and exposition skills. The seventh grade curriculum seeks to develop and foster critical and analytical thinking skills with a global perspective through the study of literature including historical fiction and classic novels for independent reading. The eighth grade curriculum extends the upper level reading, writing, literature study, and research to the synthesis, analysis and evaluation level of Bloom's Taxonomy. Students gain an appreciation of literature through courses that include literary analysis, interpretation of author's tone and purpose, and the development of critical and creative responses to both fiction and nonfiction. Interdisciplinary units structured around the American Revolution, the Civil War, and independent research projects allow students to make writing connections across the curriculum.

Students who read below grade level are enriched and supported by the Carver Reading Program. This innovative approach to reading comprehension teaches students to use visualization and multi-sensory approaches as a tool for reading comprehension. Visualization is a process through which the students create a visual picture that corresponds to ideas presented orally or in text. Visualization is a powerful tool that helps many students comprehend a passage. It increases active reading and helps the information "stick". Multi-sensory instruction is the linkage of visual, auditory, and kinesthetic-tactile modalities. These techniques help students increase active awareness. Students, especially those with learning challenges, benefit from being able to pull in memory hooks (mnemonics) along with multi-sensory techniques.

3. Science: The Carver Middle School science curriculum supports active, hands-on learning and progress for students with diverse interests, abilities and needs. The curriculum supports and allows opportunities for:

- Conceptual learning
- Higher-level thinking
- Inquiry, especially problem-based learning
- Use of technology as a learning tool
- The Scientific Process, Using Experimental Design Procedures

All students have access to a substantive and challenging curriculum that uses content benchmarks published by the National Science Foundation and the Oklahoma PASS Standards and Benchmarks. The curriculum emphasizes developmentally appropriate content and is grounded in the view of the disciplines held by practicing scientists. We allow students to learn the fundamental ideas central to understanding and doing science in the real world. The curriculum is rigorous in content and the depth of knowledge that is required for understanding and doing science in the real world. For example, students analyze the relationship between real world problems, such as an acid spill on the highway and the implications of that incident in developing a deeper understanding of science and for seeing the connections between science and society. This approach provides opportunities for both critical and creative thinking within a problem-based episode.

Carver's science program introduces and integrates the disciplines of life, earth, physical science, technology, history of science, and social perspectives of science. This is achieved using a balanced approach that includes hands-on, inquiry, and traditional methods of education. Hands-on interaction with curriculum content provides a concrete experience for the students. This experience is used as a springboard for discussion, reflection and especially integration into the student's view of the natural world.

Students are actively involved in the content at each grade level as they experience scientific processes

through the Science KITS for inquiry that allows educators to deliver instruction in a multi-sensory learning environment.

4. Instructional Methods: Instruction at Carver focuses on guiding students to identify and realize their individual uniqueness, find a venue to contribute to the world, and establish lifelong learning practices. Carver Middle School students “learn it by living it”. Every learning experience is centered around the theory that students retain learning when they make a real connection to their world.

Carver’s greatest instructional strategy is the value of its own diverse students. Classes are purposely grouped to honor diversity and to promote cultural awareness. Instructors rely on research-based strategies presented in Robert Marzano’s “Classroom Instruction That Works.” Every class incorporates rigor, relevance, and relationships. Many Carver classrooms incorporate CAB Night the following:

- Sensory rich environment
- Hands-on activities
- Displays of student work
- Project and problem based learning
- Cooperative learning
- Student apprenticeships and community based learning
- Purposeful student movement within the classroom
- Student journals and reflections

Students at Carver don’t just study motion...they use Kinex to build roller coasters. Students at Carver don’t just study Martin Luther King, they promote his purpose through community parades and speeches. Students at Carver don’t just study Anne Frank...they visit the Anne Frank museum and then create one of their own. Students at Carver don’t just study China...they exchange letters and gifts with youth in China. Students at Carver don’t just study technology...they compose PowerPoint presentations for surrounding schools. Students at Carver learn it by living it.

5. Professional Development: At the building level, Carver colleagues have provided staff development by sharing with others information they have gathered from local, state, national, and international conferences, seminars and workshops. Teachers have also taught a series of workshops designed to implement Tulsa Reads! a district wide literacy-focused program. Technology-related professional development sessions led by staff have focused on using the Internet for curriculum and instruction resources, and curriculum software programs such as Inspiration and PowerPoint.

Second, district administrative staff provides Carver with workshops such as TRIBES (a classroom environment and culture model), STARS (disaggregating student test data to promote data-driven decision-making), Marzano’s *Classroom Instruction that Works*, and Differentiating Instruction Within the Classroom (strategies for meeting the needs of all students, using the “Schoolwide Enrichment Model” authored by Joseph Renzulli).

Third, within the district are professional development opportunities for all aspects of the Integrated Thematic Instruction Model that is used to support brain-compatible learning, as well as Pre-AP and AP instructional methods. Outside of the district, the Oklahoma Education Association’s Annual Convention and conferences and seminars sponsored by the State Department of Education provide additional opportunities for professional development, The National Middle Level Conference and International Baccalaureate Middle Years Programme workshops that occur annually support teacher learning in our school. Attendance, including out-of-state attendance, is often funded by the district.

Finally, there are professional development opportunities that staff attends by choice and at their own expense, at the local, state, national, and international level that support student academic, social, emotional, and health needs. Collectively, the diverse experiences the staff bring back to Carver benefit the students and the learning community as a whole – often in ways that may not be able to be conventionally measured.

PART VII – ASSESSMENT RESULTS

Table 1
No Child Left Behind - Blue Ribbon School
Grade 8 Reading

State Tests

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|
| Testing month | April | March | March | March |
| SCHOOL SCORES | | | | |
| % At or Above Meets State Standards | 96 | 96 | 93 | 96 |
| % At Exceeds State Standards | 21 | 12 | 10 | 17 |
| Number of students tested | 183 | 204 | 198 | 194 |
| Percent of total students tested | 95 | 95 | 95 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | |
| 1. Economically Disadvantaged | | | | |
| % At or Above Meets State Standards | 96 | 90 | 90 | 94 |
| % At Exceeds State Standards | 9 | 2 | 4 | 8 |
| Number of Students Tested | 68 | 58 | 57 | 60 |
| 2. Black | | | | |
| % At or Above Meets State Standards | 91 | 95 | 89 | 92 |
| % At Exceeds State Standards | 6 | 4 | 6 | 6 |
| Number of Students Tested | 82 | 83 | 89 | 85 |
| 3. White | | | | |
| % At or Above Meets State Standards | 100 | 99 | 99 | 98 |
| % At Exceeds State Standards | 32 | 22 | 14 | 26 |
| Number of Students Tested | 92 | 83 | 81 | 85 |

Table 1
No Child Left Behind - Blue Ribbon School
Grade 8 Math

State Tests

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|
| Testing month | April | March | March | March |
| SCHOOL SCORES | | | | |
| % At or Above Meets State Standards | 90 | 96 | 91 | 85 |
| % At Exceeds State Standards | 35 | 38 | 29 | 34 |
| Number of students tested | 180 | 197 | 203 | 194 |
| Percent of total students tested | 95 | 95 | 95 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | |
| 1. Economically Disadvantaged | | | | |
| % At or Above Meets State Standards | 88 | 94 | 77 | 75 |
| % At Exceeds State Standards | 16 | 16 | 18 | 10 |
| Number of Students Tested | 68 | 58 | 57 | 62 |
| 2. Black | | | | |
| % At or Above Meets State Standards | 81 | 94 | 84 | 72 |
| % At Exceeds State Standards | 10 | 11 | 14 | 11 |
| Number of Students Tested | 82 | 83 | 89 | 85 |
| 3. White | | | | |
| % At or Above Meets State Standards | 99 | 99 | 100 | 97 |
| % At Exceeds State Standards | 55 | 63 | 43 | 54 |
| Number of Students Tested | 95 | 83 | 81 | 79 |

EXPLORE
National Norm Test

Subject Reading Grade: 8 Test EXPLORE / EPAS / Education Planning & Assessment System

Edition/Publication Year 2002 Publisher ACT, Inc.

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

| | 2005 | 2004 | 2003 |
|--|-----------|-----------|-----------|
| Testing month | September | September | September |
| SCHOOL SCORES | 16 | 17 | 18 |
| Total Score | 25 | 25 | 25 |
| Number of students tested | 199 | 192 | 211 |
| Percent of total students tested | 99 | 99 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. <u>Black</u> (specify subgroup) | 15 | 15 | 16 |
| Number of students tested | 89 | 82 | 82 |
| 2. <u>Indian</u> (specify subgroup) | 17 | 20 | 19 |
| Number of students tested | 10 | 7 | 8 |
| 3. <u>White</u> (specify subgroup) | 18 | 19 | 19 |
| Number of students tested | 55 | 78 | 78 |

| | 2005 | 2004 | 2003 |
|------------------------------------|------|------|------|
| NATIONAL MEAN SCORE | 14 | 14 | 14 |
| NATIONAL STANDARD DEVIATION | 4 | 4 | 4 |

EXPLORE
National Norm Test

Subject Math Grade: 8 Test EXPLORE / EPAS / Education Planning & Assessment System

Edition/Publication Year 2002 Publisher ACT, Inc.

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

| | 2005 | 2004 | 2003 |
|--|-----------|-----------|-----------|
| Testing month | September | September | September |
| SCHOOL SCORES | 17 | 17 | 17 |
| Total Score | 25 | 25 | 25 |
| Number of students tested | 199 | 192 | 211 |
| Percent of total students tested | 99 | 99 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. <u>Black</u> (specify subgroup) | 16 | 15 | 16 |
| Number of students tested | 89 | 82 | 82 |
| 2. <u>Indian</u> (specify subgroup) | 18 | 20 | 18 |
| Number of students tested | 10 | 7 | 8 |
| 3. <u>White</u> (specify subgroup) | 19 | 19 | 18 |
| Number of students tested | 55 | 78 | 78 |

| | 2005 | 2004 | 2003 |
|------------------------------------|------|------|------|
| NATIONAL MEAN SCORE | 14 | 14 | 14 |
| NATIONAL STANDARD DEVIATION | 4 | 4 | 4 |