

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

U.S. Department of Education

Cover Sheet Type of School: Elementary K-8 Middle High K-12 Charter

Name of Principal: Mrs. Marina Pérez Taverner

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

Official School Name: Multicultural Magnet School

(As it should appear in the official records)

School Mailing Address: 700 Palisade Avenue

(If address is P.O. Box, also include street address.)

Bridgeport,

City

CT

State

06610-3457

Zip Code+4 (9 digits total)

County: Fairfield

State School Code Number: 015-46-11

Telephone: (203) 576-7505

Fax: (203) 337-0184

Web site/URL: Bridgeport.ct.schoolwebpages.com

E-mail: mtaverner@bridgeportedu.net

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. John J. Ramos, Sr., Ed.D.

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

District Name: Bridgeport Public Schools

Tel.: (203) 576-7301

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

Ms. Auden C. Grogins

President/Chairperson: _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 31 K-8 Elementary schools
 Middle schools
 Junior high schools
 4 High schools
 1 Other
 36 TOTAL
2. District Per Pupil Expenditure: \$10,507
 Average State Per Pupil Expenditure: \$10,994

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. 1.5 Number of years the principal has been in her/his position at this school.
 1.5 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	23	30	53
K	20	27	47	8	29	26	55
1	24	26	50	9			
2	24	26	50	10			
3	21	29	50	11			
4	22	28	50	12			
5	23	27	50	Other			
6	24	23	47				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							452

6. Racial/ethnic composition of the school: 19 % White
29 % Black or African American
48 % Hispanic or Latino
4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	452
(5)	Total transferred students in row (3) divided by total students in row (4)	.01
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 21 %
93 Total Number Limited English Proficient
Number of languages represented: 18
Specify languages: Albanian; Arabic; Bengali; Cambodian; French; French Creole; Italian; Jamaican Patua; Japanese; Laotian; Malay; Portuguese; Portuguese Creole; Romanian; Russian; Spanish; Tagalog; Vietnamese
9. Students eligible for free/reduced-priced meals: 95%
Total number students who qualify: 429

10. Students receiving special education services: $\frac{6\%}{29}$ 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.

Autism		Orthopedic Impairment
Deafness	<u>4</u>	Other Health Impaired
Deaf-Blindness	<u>6</u>	Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u>	Speech or Language Impairment
<u>1</u> Hearing Impairment		Traumatic Brain Injury
<u>2</u> Mental Retardation		Visual Impairment Including Blindness
<u>10</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)	1	
Classroom teachers	18	
Special resource teachers/specialists	8	7
Paraprofessionals	8	
Support staff		4
Total number	<u>35</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	97%	96%
Daily teacher attendance	96%	96%	97%	97%	95%
Teacher turnover rate	14%	10%	12%	16%	5%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%

PART III - SUMMARY

The mission of our school community is to provide high quality education, in a caring environment, aimed at nurturing the development of the “total child”, while emphasizing a solid foundation in the basic subject areas that are based on Connecticut’s state standards. Through a multicultural focus and the development of English, Spanish, or Portuguese as a native and a second language, we strive to enhance our students’ awareness and appreciation of cultures, including their own.

Additionally, we support our district’s motto, “Expect GREAT Things!”, and the mission to graduate all students “college ready” and prepared to succeed in life. Our goal is that 100% of our students will achieve the standards set by our state. This will be accomplished by maximizing the propensity of each child. Students are taught through their strengths, in a culturally responsive environment. This learning environment delivers instruction that is based in best practices and expects high intellectual performance. Furthermore, we are all committed to exemplifying the six Pillars of Character and the Responsive Classroom CARES strategies as they are woven through our monthly themes and curriculum. Our students are reminded daily to be good, caring citizens and to do their personal best.

Let’s take an imaginary walk through our school: We are nestled between two other schools on a lovely, spacious and safe campus. The grounds include a butterfly garden with bird feeders, plantings, lawns, and a playground comprised of separate areas for students to play sports, socialize, and exercise.

Walk through the door and you are greeted by a mosaic, large posters of our pillars of character, an awards display curio, and our current Honor Roll roster. As you pass through the double doors, you are immediately struck by the striking and colorful artwork displays, the Parent Corner, Our Student Stars board, our Data Wall, and the rotunda. With its life-size paintings of children around the world, the rotunda gives you the feeling that you are in a special place, a happy place, and a place where children from many corners of the world and walks of life are appreciated, accepted, and are at the center of all activities and intentions.

Continue touring through the hallways and to the second floor. The mosaics and murals are living legacies of students who were once a part of our learning family. They spent countless hours designing and painting those artifacts that our visitors so enjoy. Stop at each bulletin board and make sure to read our students’ current writing assignments. You’ll be impressed at how well they express themselves.

Peek into the classrooms and notice our proud and hard working students and staff. Students are on task and actively engaged in their learning. They are working in groups and in classes alongside their medically fragile classmates. Class “family” meetings or “town” meetings are in session. Science and world cultures presentations are taking place. Problem solving strategies are being used to resolve real-world situations. Student government is in session and includes students from our multiple handicapped program. Listen to the songs, poetry and discussions in Spanish or Portuguese. Observe our students engaged in robust analyses of literature. Enter the world culture environment and smell the delicacies served in the world language classrooms. See our parents and community members meeting, volunteering, assisting, reading and visiting. View our highly qualified, diverse, bilingual and dedicated teachers, support staff, and non-certified staff collaborating. Watch as our students tutor other students and provide community service. Catch them using technology to do research, create representations of their learning, or take notes from a SmartBoard lesson. Follow our students as they happily strut over to chorus, band, and strings class and engage in the universal language of music. They are eager to start their physical education lesson in the pool or on the climbing wall, all the while stretching their minds, spirit and bodies. Around the corner is our future MCM-TV Studio. It won’t be long before we hear our students say, “Lights, Camera, Action”, in three different languages!

As your tour ends, you will leave feeling uplifted, walking with a bit more energy, and knowing that here is place where the mind, body, and hearts of kids “rule”.

You have an open invitation to return in May to attend our annual multicultural dinner and show. They are a culinary, celebratory and entertaining culmination of our hard work, pride and what we represent.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: www.state.ct.us/sde

The third- through eighth-grade levels of the Connecticut State Mastery Test (CMT) are designed to assess essential reading and mathematics skills that can reasonably be expected to be mastered by most students at the time of testing. The state standards for reading and mathematics represent high expectations and high levels of achievement for Connecticut public school children. Achievement is reported through five levels of performance: Advanced, Goal, Proficient, Basic, and Below Basic.

Performance level descriptions for mathematics

Proficient: Generally, students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations.

Goal: Students demonstrate extensive knowledge and well-developed skills (as detailed in proficient).

Advanced: Students demonstrate exceptional knowledge of grade-level content and advanced abilities.

Performance level descriptions for reading

Proficient: Students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze works in context to construct meaning from grade-appropriate text.

Goal: Students demonstrate consistent abilities and use effective strategies (as detailed in proficient).

Advanced: Students demonstrate exceptional abilities and sophisticated strategies.

The CMT test has been revised four times since the first edition was administered in 1986. Each edition required higher expectations of our students than the one before. The newly revised CMT-4 that was administered last spring has significantly raised the bar for our students.

When looking at the CMT-3 results for the years 2001-2004, the averages demonstrate at least 80% meeting or exceeding standards in all grades (4, 6, and 8) in math and reading over four years. The only exception is for reading in grade 4. The results average out to 70% meeting or exceeding the standards over four years. This might be explained by the fact that the majority of those students were English Language Learners (ELLs) and were still in their acquisition phases toward English proficiency. One strong indicator of success of a school is the achievement of its “outgoing” class. Our eighth graders averaged over four years’ time 80% in math and 90% in reading in meeting or exceeding the standard.

The CMT-4 was administered to all students in grades 3 through 8 last Spring. The test was a more challenging version of the CMT-3. Nevertheless, our students continue to achieve at high levels with few disparities between the school scores and subgroups. 90% or better of our grade 3, 4, and 7 students achieved or surpassed the standard in math. 80% and better of our grades 5, 6, and 8 students achieved the benchmark in math. At least 90% of students in grades 3, 7, and 8 achieved the standard in reading. At least 78% of students in grades 4, 5, and 6 achieved or surpassed the standard in reading. Our eighth graders who are our “exit criteria” as an indicator of success achieved as follows: 100% met the standard for reading and 80% for math.

Our grade 5 ELLs and Hispanic subgroups performed lower than the entire school in reading and math.

This, again, might be explained by the English language learners who had not yet achieved English proficiency. It is still impressive, however, that 59% of the ELLs and 65% of Hispanics met the standard in math and 65% of the ELLs and 70% of the Hispanics met the standard in reading. (Most of the ELLs are Hispanic). It is important to note that our math CMT-4 measures literacy skills.

Overall, we are proud to say that the state keeps raising the bar to educational excellence and Multicultural Magnet School students continue to reach those expectations.

2. Using Assessment Results:

Multicultural Magnet School can be represented in the Center for Performance Assessment's "Leading" quadrant. Leading schools, according to the CPA (2006), "enjoy the optimal combination of high results and a keen understanding of the antecedents of success." Our staff continually seeks to improve and reach greater levels of excellence. Effective strategies are employed to help students achieve proficiency and challenge others to reach advanced levels.

Assessment data is analyzed on several levels. Data tables demonstrating five years of data reveal performance trends longitudinally. Causal data is explored, long-term "SMART" goals and short-term objectives in our annual action plan is set, implementation is monitored, and re-assessment plans are developed. Action plans delineate the work that is required to achieve the "SMART" goal: the strategies to be employed, indicators of results as an accountability tool, and the persons responsible, resources, and time benchmarks. Our School Education Plan (SEP) is a living document that sets the focus for the whole school community and is closely monitored and revisited.

The annual CMT results are disaggregated at each grade level to reveal the status of mastery for each content strand and the groups of children performing at each level and for whom differentiated instruction is required. Vertical and horizontal grade level data teams meet regularly to review this data, create pre- and post assessments, develop common definitions of proficiency and beyond, look at student work, and share successes and challenges.

District On-line Quarterly Assessments are analyzed similarly at regular intervals throughout the year. Results for each content objective regularly inform teachers of their students' progress towards meeting or surpassing state standards as well as inform their instructional focus.

3. Communicating Assessment Results:

Student performance is communicated to our entire school family in several ways. A "Lights, Camera, Data!: Look at Multicultural's Story" data wall displays current CMT, On-line, DRA, attendance data as well as our schools' goals for improvement, content standards and special recognitions. This data wall is located in the main hallway just outside the main office for everyone to view.

This same data is shared with our School Leadership Team (SLT). The SLT is comprised of elected members that represent parents, teachers, and the community. Workshops are held for parents to share the data and to better understand the content strands that their children must master. CMT results are explained to parents individually at parent/teacher conference time.

Teachers share performance data and expectations via rubrics with students regularly and in a timely fashion. Rubrics and exemplars are posted in classrooms and hallway bulletin boards. Parents receive progress reports at mid-marking period and report cards four times per year. They are informed of their children's progress every five weeks.

Our school website is updated monthly and includes links to teachers' pages that inform both students and their parents of assignments, expectations and current school and district events.

4. Sharing Success:

The principal and the middle school teachers meet regularly with our three "sister" elementary and high school magnet colleagues to plan both horizontally and vertically. Successes, challenges, policies and curriculum are shared and goals are set at each meeting. We strive to develop and implement similar

policies as well as deliver the curriculum in a consistent manner throughout the magnet schools, employing similar grading procedures and preparing the students to meet the expectations of the teachers in the next grade level, particularly for grade 9.

Our school has established a long-standing partnership with a suburban school in central Connecticut. Students write to other regularly throughout the year. Annually, one school hosts the other for a day. Students, teachers and parents follow their “buddy’s” schedule and share school life through their buddy’s perspective. This year we will host our buddy school and plan to perform our annual multicultural show for them.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Math: The mathematics curriculum reflects the changes in mathematics education needed to prepare our students to use mathematics effectively now and as mathematics changes and evolves in our technological society. In this curriculum, we are asking students to make connections to other subject areas and to real world applications. This involves asking students why or how they arrived at the answer that they did. We are asking our students to be thinkers rather than imitators, and, we are asking that they write and talk about their thinking and learning. Students are regularly engaged in meaningful mathematical activities that incorporate a wide variety of materials and experiences to enable them to grow in their mathematical thinking. The goal is to give students a variety of new ways to approach mathematics, by accommodating a range of learning styles and making content more accessible for all students. Throughout this process, students will be able to recognize the rich connections that can be made between mathematical concepts, computation strategies, logical thinking and problem solving in other academic subjects.

Science: The science curriculum is integrated throughout grades K-6, with a specific content focus of Life Science and Physical Science in grades seven and eight, respectively. The curriculum is aligned with national and state frameworks with a strong emphasis dedicated to inquiry based science instruction. Students are afforded powerful learning opportunities within formal and informal science educational settings. For example, the after school science program at our school is dedicated to increasing the scientific depth and understanding of Life Science content. All students participate in our annual Science Fair. Our school regularly sends project winners to the district and state level and often place for awards.

Social Studies: The Social Studies curriculum is aligned to state standards and reflects opportunities for students to make real world applications. For example, in the history courses students are exposed to the work of the discipline using primary and secondary sources to develop a greater understanding of historical events.

Foreign Language: Spanish and Portuguese as a native and second language are taught by certified staff to students in grades K-8. Teachers utilize the district's curriculum which is based on the Connecticut World Language Curriculum Framework in grades K-12. The curriculum represents the most current thinking and research in the field with an emphasis on communicative competency and reflects the goals and content of the National Standards of Foreign Language Learning. Students engage in fully integrated listening, speaking, reading and writing activities that encourage them to communicate in another language, to understand other cultures, make comparisons and connections with other areas of study, and to participate in multilingual communities.

Music: All children are provided the opportunity to participate in Music classes and learn to appreciate and understand music in relation to history and culture. The music program celebrates the many cultures of the world, particularly those that are represented in our student and staff bodies. Students have the opportunity to play instruments indigenous of diverse cultures. These include world drumming, integrating Orff and Kodaly approaches. In addition, the music curriculum integrates cross-curricular themes and concepts, focusing especially on literacy and including social studies, science, and numeracy. Three options are offered for our students in grades five through eight. These students select to enroll in either the chorus, learn to play a band instrument and join the band, or learn to play a string instrument and play in the orchestra. They perform at school at least twice a year for their parents and at the annual city-wide concert. Emphasis is placed on multicultural themes.

Art: All students participate in Art classes which include the study of various works of art, techniques and styles. Art Education for the early childhood student is exploratory in nature and uses the child's enthusiasm and inquisitiveness to build art concepts. At the intermediate and middle school levels, a more

in depth study of a variety of media, techniques and historical artists is fostered. Projects often have a multicultural emphasis which helps to develop a sense of appreciation and respect for all cultures and artistic endeavors. Projects are integrated with learning taking place in other academic disciplines. Murals painted with pride by the eighth grade students reflect an interest in our world, its cultures and creatures.

2a. (Elementary Schools) Reading:

The school's reading curriculum is based upon the Bridgeport Public School's Comprehensive Literacy Plan that is a compendium of the essential literacy components in a comprehensive framework. This plan incorporates a ninety minute uninterrupted literacy block that is governed by a research-based framework that is in response to standards. It consists of fiction and non-fiction interactive read-alouds, shared reading, independent reading, and guided reading linked to the Harcourt Trophies Anthology. Each mode of reading is paralleled with a modeled writing approach that can be incorporated throughout the content areas. Sample lesson plans are provided, along with a daily pacing guide, which includes assessments and expectations aligned with the objectives of the Connecticut State Mastery Test (CMT).

Teachers are expected to incorporate the philosophy of this document into their daily planning as they identify student needs, set high expectations for all students, and use ongoing assessments to evaluate their reading achievement. Ancillary materials are identified by staff for the purpose of addressing students' interest level, as well as independent reading level, and to increase their recreational reading.

3. Additional Curriculum Area:

The Multicultural Curriculum emphasizes the teaching of diversity through monthly thematic units. These units focus on the many cultures around the world and the understanding that we will demonstrate tolerance for and celebrate all members of the human race. Within the monthly theme, there is an annual theme for each grade level: Kindergarten experiences rice from many cultures through the five senses; Grade 1 students compare and contrast Cinderella stories and create flags from different cultures; Grade 2 students explore and taste bread from different cultures; Grade 3 students experience art around the world; Grade 4 students learn geography and map skills; and Grade 5 students explore remote cultures, such as Australia and Greenland throughout the year. The middle school students explore the world through literature and study interdisciplinary units of ancient cultures.

The monthly and annual themes correspond to the Connecticut Common Core of Learning for Diversity. The K-12 Content Standard states: Students will appreciate their own worth as unique and capable individuals and exhibit self-esteem; develop a sense of their effectiveness and belief in their ability to shape their future; demonstrate a sensitivity to, and respect for, the perspective, opinions, needs and customs of others; judge others on their merits and be tolerant, appreciative and accepting of individual differences.

Social and Emotional learning is woven throughout this and the entire curriculum through the employment Responsive Classroom, Pillars of Character, and Peer Mediation approaches.

4. Instructional Methods:

Extensive professional development has yielded a school framework for thinking, planning and employment of effective instructional methods and strategies based on high expectations and rigorous standards. The 9 instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels (Classroom Instruction that Works, Marzano) have become an integral part of our delivery of instruction. They include: similarities and differences; summarizing and note-taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic

representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions and advance organizers.

One half of our student body is comprised of English Language Learners. The other half of our students are Spanish or Portuguese as a second language learners. As a result, our staff is well trained in employing effective language acquisition strategies that include building a community of learners, designing a backwards-design curriculum, providing first language support and second language comprehensible input, assessing students for informing instruction, planning culturally relevant instruction around second language proficiency levels, integrating direct language arts instruction (Before-During-After Reading strategies) throughout the curriculum, scaffolding and differentiating instruction, offering tutoring opportunities, spiraling the curriculum, assigning experiential and technologically integrated activities, and teaching learning strategies.

5. Professional Development:

Teachers engage in professional development that impact student achievement in a variety of ways. Teachers meet regularly together as professional learning groups. Data teams meet to collaboratively plan and discuss language arts and math instruction and student achievement. These meetings directly impact student achievement in that the assessment and monitoring of, as well as, the reflection upon instruction and learning inform instruction.

Study groups engage in action research and explore self-selected professional goals such as social emotional learning and the responsive classroom, interdisciplinary units, mentoring new teachers and the BEST program, hands-on inquiry-based science, and school climate. Study groups lead to improved teacher preparation which, in turn, directly impacts student achievement. Self-selected professional goals are an integral part of the teacher evaluation program.

One example of professional learning communities is the work accomplished by our grade seven and grade eight teachers in *Disciplinary Literacy*. As each seventh and eighth grade student enters their Reading/Language Arts, Social Studies and Science classrooms, they see a chart stating the *Big Idea and Essential Questions* of the unit they are about to study. The *Big Idea* immediately provides a connection between the students' lives and unit of study. It is the starting point for all discussion in the classroom. *Disciplinary Literacy* is based upon extensive collaboration between both teachers and students. Our teachers spent countless hours working together to plan unique interdisciplinary units within the *Disciplinary Literacy* framework. In addition, these teachers collaborated with their colleagues in the high school in vertical planning meetings to ensure that all expectations were met at all levels. For example, the Reading/Language Arts teachers designed units centered on different time periods in history. The Social Studies teachers developed a comprehensive unit on slavery and the Science teachers worked on chemical mixtures. *Disciplinary Literacy* has become an integral part of our seventh and eighth grade instruction.

Our certified staff has recently received extensive professional development in the areas of data-driven decision making, research-based effective instructional strategies, non-fiction writing, social and emotional learning, technology, BEST (Beginning and Mentor Educator Support Training), leadership development, and least restrictive environment.

Nationally recognized expert educational consultants from the National Urban Alliance, Center for Performance Assessment, and Institute for Learning have offered extensive and sustained support to our district's teachers in the areas of assessment and effective instructional practices.

Our paraprofessionals have been engaged in an intensive pilot professional development program for one year. They attend state sponsored workshops and meet monthly together at school to discuss and learn

about topics of interest and need that are directly related to the students they serve. Our paraprofessionals have built an impressive professional learning community of their own. Our students benefit greatly from their collaboration and they report a higher level of job satisfaction.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject; Math Grade: 3 Test: CMT

Edition/Publication Year: 4th/2006 Publisher: Measurement, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	98				
% "Exceeding" State Standards	86				
Number of students tested	49				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	96				
% "Exceeding" State Standards	85				
Number of students tested	28				
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	83				
Number of students tested	12				
3. ELL (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	96				
% "Exceeding" State Standards	83				
Number of students tested	23				
4. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	98				
% "Exceeding" State Standards	85				
Number of students tested	48				

Note: 2006 was the first year that third grade students were tested.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Reading Grade: 3 Test: CMT

Edition/Publication Year: 4th/2006 Publisher: Measurement, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	94				
% "Exceeding" State Standards	72				
Number of students tested	49				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	79				
Number of students tested	28				
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	75				
% "Exceeding" State Standards	50				
Number of students tested	12				
3. ELL (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	74				
Number of students tested	23				
4. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	94				
% "Exceeding" State Standards	71				
Number of students tested	48				

Note: 2006 was the first year that third grade students were tested.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Math Grade: 4 Test: CMT

Edition/Publication Year: 3rd/2000, administered in years 2001-2004

Edition/Publication Year: 4th/2006, administered in year 2006

Publisher: Measurement, Inc.

	CMT-4	CMT-3	CMT-3	CMT-3	CMT-3
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	October	October	October	October
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	90	90	96	90	89
% "Exceeding" State Standards	56	52	70	68	69
Number of students tested	48	48	50	49	46
Percent of total students tested	98	98	98	100	96
Number of students alternatively assessed	1	1	1	0	2
Percent of students alternatively assessed	2	2	2	0	4
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	82	81	92	80	85
% "Exceeding" State Standards	50	44	69	60	66
Number of students tested	22	27	24	25	21
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	92				
% "Exceeding" State Standards	25				
Number of students tested	12				
3. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	90	89	96	87	
% "Exceeding" State Standards	46	49	68	62	
Number of students tested	48	45	47	40	
4. ELL (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	85	76			
% "Exceeding" State Standards	40	38			
Number of students tested	20	21			

Note: Scores for the Black subgroup were not reported in 2001, 2002, 2003, and 2004 due to insufficient numbers of students who took the test.

Scores for Free/Reduced Lunch subgroup were not reported in 2001 due to insufficient numbers of students who took the test.

Scores for the ELL subgroup were not reported in 2001, 2002, and 2003 due to insufficient numbers of students who took the test.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Reading Grade: 4 Test: CMT

Edition/Publication Year: 3rd/2000, administered in years 2001-2004

Edition/Publication Year: 4th/2006, administered in year 2006

Publisher: Measurement, Inc.

	CMT-4	CMT-3	CMT-3	CMT-3	CMT-3
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	October	October	October	October
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	79	64	88	73	70
% "Exceeding" State Standards	48	43	66	50	50
Number of students tested	48	48	50	49	46
Percent of total students tested	98	98	98	100	96
Number of students alternatively assessed	1	1	1	0	2
Percent of students alternatively assessed	2	2	2	0	4
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	77	63	88	72	57
% "Exceeding" State Standards	50	40	67	40	29
Number of students tested	22	27	24	25	21
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	84				
% "Exceeding" State Standards	58				
Number of students tested	12				
3. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	79	63	87	70	
% "Exceeding" State Standards	48	44	66	42	
Number of students tested	48	45	47	40	
4. ELL (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	75	57			
% "Exceeding" State Standards	55	33			
Number of students tested	20	21			

Note: Scores for the Black subgroup were not reported in 2001, 2002, 2003, and 2004 due to insufficient numbers of students who took the test.

Scores for Free/Reduced Lunch subgroup were not reported in 2001 due to insufficient numbers of students who took the test.

Scores for the ELL subgroup were not reported in 2001, 2002, and 2003 due to insufficient numbers of students who took the test.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Math Grade: 5 Test: CMT

Edition/Publication Year: 4th/2006 Publisher: Measurement, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	80				
% "Exceeding" State Standards	71				
Number of students tested	46				
Percent of total students tested	96				
Number of students alternatively assessed	2				
Percent of students alternatively assessed	4				
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	65				
% "Exceeding" State Standards	57				
Number of students tested	23				
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	80				
Number of students tested	10				
3. ELL (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	59				
% "Exceeding" State Standards	50				
Number of students tested	17				
4. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	80				
% "Exceeding" State Standards	71				
Number of students tested	46				

Note: 2006 was the first year that grade five students were tested.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Reading Grade: 5 Test: CMT

Edition/Publication Year: 4th/2006 Publisher: Measurement, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	78				
% "Exceeding" State Standards	67				
Number of students tested	45				
Percent of total students tested	94				
Number of students alternatively assessed	2				
Percent of students alternatively assessed	4				
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	70				
% "Exceeding" State Standards	57				
Number of students tested	23				
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	80				
% "Exceeding" State Standards	70				
Number of students tested	10				
3. ELL (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	65				
% "Exceeding" State Standards	57				
Number of students tested	17				
4. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	78				
% "Exceeding" State Standards	67				
Number of students tested	45				

Note: 2006 was the first year that grade five students were tested.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Math Grade: 6 Test: CMT

Edition/Publication Year: 3rd/2000, administered in years 2001-2004

Edition/Publication Year: 4th/2006, administered in year 2006

Publisher: Measurement, Inc.

	CMT-4	CMT-3	CMT-3	CMT-3	CMT-3
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	October	October	October	October
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	88	87	89	82	90
% "Exceeding" State Standards	45	60	69	52	74
Number of students tested	49	46	46	50	50
Percent of total students tested	96	90	92	93	98
Number of students alternatively assessed	2	5	4	4	1
Percent of students alternatively assessed	4	10	8	7	2
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	80	81			
% "Exceeding" State Standards	40	69			
Number of students tested	25	22			
2. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	88	86	89	84	
% "Exceeding" State Standards	45	72	70	53	
Number of students tested	49	42	43	42	

Note: Scores for Black and ELLs subgroups were not reported in all years due to insufficient number of students who took the test.

Scores for Hispanic subgroup were not reported in years 2001, 2002, and 2003 due to insufficient number of students who took the test.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Reading Grade: 6 Test: CMT

Edition/Publication Year: 3rd/2000, administered in years 2001-2004

Edition/Publication Year: 4th/2006, administered in year 2006

Publisher: Measurement, Inc.

	CMT-4	CMT-3	CMT-3	CMT-3	CMT-3
Testing month	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	88	85	76	74	84
% "Exceeding" State Standards	72	72	52	60	68
Number of students tested	49	46	46	50	50
Percent of total students tested	96	90	92	93	98
Number of students alternatively assessed	2	5	4	4	1
Percent of students alternatively assessed	4	10	8	7	2
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	84	77			
% "Exceeding" State Standards	64	64			
Number of students tested	25	22			
2. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	88	84	75	69	
% "Exceeding" State Standards	72	74	52	57	
Number of students tested	49	42	43	42	

Note: Scores for Black and ELLs subgroups were not reported in all years due to insufficient number of students who took the test.

Scores for Hispanic subgroup were not reported in years 2001, 2002, and 2003 due to insufficient number of students who took the test.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Math Grade: 7 Test: CMT

Edition/Publication Year: 4th/2006 Publisher: Measurement, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92				
% "Exceeding" State Standards	65				
Number of students tested	49				
Percent of total students tested	88				
Number of students alternatively assessed	7				
Percent of students alternatively assessed	12				
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	58				
Number of students tested	19				
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	80				
% "Exceeding" State Standards	60				
Number of students tested	15				
3. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	92				
% "Exceeding" State Standards	65				
Number of students tested	48				

Note: 2006 was the first year that grade seven students were tested.
 Scores for the ELLs subgroup was not reported due to insufficient numbers of students who took the test.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Reading Grade: 7 Test: CMT

Edition/Publication Year: 4th/2006 Publisher: Measurement, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	96				
% "Exceeding" State Standards	82				
Number of students tested	49				
Percent of total students tested	88				
Number of students alternatively assessed	7				
Percent of students alternatively assessed	12				
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	89				
% "Exceeding" State Standards	84				
Number of students tested	19				
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	60				
Number of students tested	15				
3. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	96				
% "Exceeding" State Standards	81				
Number of students tested	48				

Note: 2006 was the first year that grade seven students were tested.
 Scores for the ELLs subgroup was not reported due to insufficient numbers of students who took the test.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Math Grade: 8 Test: CMT

Edition/Publication Year: 3rd/2000, administered in years 2001-2004

Edition/Publication Year: 4th/2006, administered in year 2006

Publisher: Measurement, Inc.

	CMT-4	CMT-3	CMT-3	CMT-3	CMT-3
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	October	October	October	October
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	80	74	82	82	85
% "Exceeding" State Standards	54	38	48	60	40
Number of students tested	46	47	50	51	48
Percent of total students tested	89	87	94	90	91
Number of students alternatively assessed	6	7	3	6	5
Percent of students alternatively assessed	11	13	6	10	9
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	76				
% "Exceeding" State Standards	41				
Number of students tested	17				
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	82				
% "Exceeding" State Standards	59				
Number of students tested	17				
3. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	80	75	75	87	
% "Exceeding" State Standards	54	38	42	63	
Number of students tested	46	47	36	45	

Note: Scores for the ELLs subgroup were not reported in all years due to insufficient numbers of students who took the test.

Scores for the Black and Hispanic subgroups were not reported in 2001, 2002, 2003, and 2004 due to insufficient numbers of students who took the test.

Scores for the Free/Reduced Lunch subgroup were not reported in 2001 due to insufficient numbers of students who took the test.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject: Reading Grade: 8 Test: CMT

Edition/Publication Year: 3rd/2000, administered in years 2001-2004

Edition/Publication Year: 4th/2006, administered in year 2006

Publisher: Measurement, Inc.

	CMT-4	CMT-3	CMT-3	CMT-3	CMT-3
Testing month	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	October	October	October	October
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100	85	94	96	94
% "Exceeding" State Standards	80	66	85	86	71
Number of students tested	46	47	50	51	48
Percent of total students tested	89	87	94	90	91
Number of students alternatively assessed	6	7	3	6	5
Percent of students alternatively assessed	11	13	6	10	9
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	59				
Number of students tested	17				
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100				
% "Exceeding" State Standards	88				
Number of students tested	17				
1. Free/Reduced Lunch (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100	85	91	96	
% "Exceeding" State Standards	80	66	77	86	
Number of students tested	46	47	36	45	

Note: Scores for the ELLs subgroup were not reported in all years due to insufficient numbers of students who took the test.

Scores for the Black and Hispanic subgroups were not reported in 2001, 2002, 2003, and 2004 due to insufficient numbers of students who took the test.

Scores for the Free/Reduced Lunch subgroup were not reported in 2001 due to insufficient numbers of students who took the test.