

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

U.S. Department of Education

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

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

Official School Name Benjamin Banneker Academic High School
(As it should appear in the official records)

School Mailing Address 800 Euclid Street, N.W.
(If address is P.O. Box, also include street address.)

Washington, D.C., 20001 - 2296
City State Zip Code+4 (9 digits total)

County USA State School Code Number* 090017

Telephone (202) 673-7322 Fax (202) 673-2231

Web site/URL benjaminbanneker.org E-mail Anita.Berger@k12.dc.us

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

Anita M. Berger Date February 5, 2007
(Principal's Signature)

Name of Superintendent* Dr. Clifford B. Janey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District of Columbia Public Schools Tel. (202) 442- 5885

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Robert Bobb
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 96 Elementary schools
 11 Middle schools
 8 Junior high schools
 16 High schools
 13 Other

 144 TOTAL
2. District Per Pupil Expenditure: \$12,612

 Average State Per Pupil Expenditure: \$12,612

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
 6 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | | | |
| K | | | | 8 | | | |
| 1 | | | | 9 | 42 | 81 | 123 |
| 2 | | | | 10 | 22 | 88 | 110 |
| 3 | | | | 11 | 19 | 62 | 81 |
| 4 | | | | 12 | 33 | 64 | 97 |
| 5 | | | | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 411 |

6. Racial/ethnic composition of the school:
- | |
|---|
| <u> 2 </u> % White |
| <u> 90 </u> % Black or African American |
| <u> 5 </u> % Hispanic or Latino |
| <u> 3 </u> % Asian/Pacific Islander |
| <u> 0 </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 %

| | | |
|--|---|-------|
| | Number of students who transferred <i>to</i> the school after October 1 until the end of the year | 0 |
| | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 7 |
| | Total of all transferred students [sum of rows (1) and (2)] | 7 |
| | Total number of students in the school as of October 1 | 418 |
| | Total transferred students in row (3) divided by total students in row (4) | .0167 |
| | Amount in row (5) multiplied by 100 | 2 |

8. Limited English Proficient students in the school: less than 1 %
 3 Total Number Limited English Proficient

Number of languages represented: 16

Specify languages: Amharic, Orominga, Chinese, Cantonese, Zulu, Twi, Spanish, Yoruba, Ibo, Caribbean, Vietnamese, French, Fuchou, Creole, Mandarin, Albanian,

9. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 105

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: 0 %
 0 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> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </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> 2 </u> | <u> 1 </u> |
| Classroom teachers | <u> 29 </u> | <u> 1 </u> |
| Special resource teachers/specialists | <u> 4 </u> | <u> 1 </u> |
| Paraprofessionals | <u> 0 </u> | <u> </u> |
| Support staff | <u> 15 </u> | <u> </u> |
| Total number | <u> 50 </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, e.g., 22:1 15:1

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 | 97% | 97 % | 98. % | 97% | 97% |
| Daily teacher attendance | 97 % | 95 % | 95% | 95% | 96% |
| Teacher turnover rate | 1 % | 1 % | 28% | ≤ 1% | ≤ 1% |
| Student drop-off rate (high school) | 4 % | 1 % | 3 % | No data | No data |

The teacher turnover rate of the Banneker faculty 03/04 reflects a high number of retirees. These retirees were the original pioneers of the program, career teachers (twenty – thirty years of service to DCPS). In addition, our highly skilled faculty has been recruited for administrative/supervisory positions within our system or simply decided to dedicate themselves to their families.

13. (High Schools Only. Delete if not used.)

Show what the students who graduated in Spring 2006 are doing as of September 2007.

| | |
|--|--------------|
| Graduating class size | <u>88</u> |
| Enrolled in a 4-year college or university | <u>100</u> % |
| Enrolled in a community college | <u>0</u> % |
| Enrolled in vocational training | <u>0</u> % |
| Found employment | <u>0</u> % |
| Military service | <u>0</u> % |
| Other (travel, staying home, etc.) | <u>0</u> % |
| Unknown | <u>0</u> % |
| Total | <u>100</u> % |

Banneker has experience 100% graduation and 100% college acceptance since the inception of the program (1981, first graduating class 1984).

PART III - SUMMARY

Benjamin Banneker was born near Baltimore, Maryland in 1731; he was the only child of a free mulatto mother and African father, who purchased his own freedom from slavery. Banneker lived all of his life on his parents' farm on the Patapsco River in Baltimore County. A mathematician, astronomer, farmer, almanac author and surveyor, Banneker achieved national prominence when he was appointed by President George Washington to survey the site for the nation's new capital in 1791. In 1981, the Benjamin Banneker Academic High School was institutionalized as an alternative secondary school in which students engage in rigorous and varied academic experiences. The environment is designed to provide students with challenges commensurate with their abilities and interests. The curriculum affords the opportunity for developing knowledge, talents and skills needed for success in post-secondary experiences. Banneker offers experiences directed toward the development of independent, productive, and responsible individuals who exhibit optimum characteristics.

Banneker is a small, public school partnered with Howard U. We seek students of ability and promise whose qualities of mind and heart indicate that they will thrive in an atmosphere of intellectual, creative, and physical vitality intended to foster strength of character and concern for others. Our goal is to maintain a diverse community superior in teaching and learning that engages all students in rigorous and varied experiences that will propel them to become outstanding scholars and citizens. Our college preparatory curriculum affords the opportunity for developing knowledge, talents and skills for success. Our curriculum and our community service program are designed to challenge students to strive for personal excellence and become responsible citizens in the global community.

The results of providing a rigorous and well-structured academic program and implementing the effective test-taking strategies are reflected in the following achievements:

- Banneker continues to maintain its record of 100% college acceptance rate for its graduating seniors.
- Banneker has the highest average combined SAT score between DC Public and Charter Schools, and this combined score of 1065 is higher than the national average of 1028.
- International Baccalaureate (IB) Diploma Program SY 2003-04 and 2004-05 60% pass rate.
- The only IB Program in the DC Public Schools
- Attendance rate as high as 98%
- Parents positive and active in supporting the school and providing some needed resources such as equipment and furnishings in the school.
- Adequately staffed for technology instruction, significant hardware acquisitions, including one mobile laptop computer cart and additional desktop systems for classrooms, the library-media center and computer labs; smart boards
- Testing, counseling, support and accommodations for students with special needs, as needed
- # 1 high school among the DC Public Schools and Charter Schools in the October 2004 issue of Washingtonian Magazine
- Banneker named "*Breakthrough High School*" by National Association of Senior High School Principals (NASSP) 2005/2006
- The Washington Post's fall 2004 Challenge Index, ranked #8 among 163 public high schools in DC, Maryland and Virginia (DC Metropolitan Area) based on AP and IB exam participation, ranked #26 in 2005, #13 in 2006
- Ranked #49 "100 Best High Schools in America" by *Newsweek Magazine* (June 2003). Ranked #46 (June 2005) ranking every two years.
- Banneker student was one of the 10 national winners in the 2004 Intel Science Talent Search.
- Several Banneker students named National Merit Semifinalist, National Achievement Semifinalist, finalist and commended students
- Student received special recognition on the National German Exam; scored above 85th percentile nationally.
- 85% of the Latin I students medal on the National Latin Exam
- Banneker has two National Board Certified Teachers

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Banneker's students have traditionally scored above the DC Public School standards on the standardized test in reading and mathematics. The students that scored proficient and advanced for 2002 through 2005 on the Stanford Achievement Test (SAT 9) in reading range from 86% - 92% and from 91% - 96%.

Banneker's students have consistently scored on an average of 67% higher above the state average in reading and mathematics for the last three years.

The Stanford 9 Achievement Test (SAT 9) was administered in DCPS from 1998 – 2005. The disaggregated data indicated an increase in scores for minority males in 2005 (complete disaggregated data can be obtained from the DCPS website: www.k12.dc.us NCLB Data Reports). Banneker students continuously scored above the state targets in mathematics and reading on the SAT 9.

The standardized assessment was changed to the District of Columbia Comprehensive Assessment System (DCCAS) in 2005-2006 in order to assess more efficiently the newly adopted standards. There were no specified relations connecting the two assessments, which indicate different results and are complicated to compare. The design of the DCCAS has more rigorous standards which were set by a committee of DCPS practitioners. The students scored 92% proficient in reading and 87% proficient in mathematics. These scores indicate a 49% proficiency level in reading and 47% in mathematics above the state targets.

Because of the higher standards for achievement, there were declines in student scores. Although the standards were more rigorous, the Banneker students continue to score above the state.

Experiencing the DCCAS and the new standards for nearly a year has raised the expectations for success. Teachers working closely with the students to be assessed (tenth graders) as well as those rising students are confident that the strategies for success will be apparent on the 2006-2007 assessments.

Beyond the standardized strategies, Banneker has many strategies to continue to prepare our students for the PSAT, SAT and the ACT. All of our 12th grade students take the SAT and the PSAT is taken by all 9th, 10th and 11th grades. A tutorial program, before school and after school, is offered to every student. This ensures successful completion of high school as well as post secondary education. Every teacher has committed strategies for achieving success and provides individualized tutorials. Their annual performance plan specifies the strategies each teacher uses to ensure student success. It is a component of their evaluation.

Banneker has offered the full IB Diploma since 2004. From 2004 – 2006 the average number of students sitting for the Diploma was fifteen per year with an average pass rate for the full Diploma of 51%. In addition, an average of 23 IB Certificates were awarded to those students who did not win the full Diploma. These passing rates for a newly offered program are high according to the IB standards

2. Using Assessment Results: The assessment results guide and plan instruction. More exclusively, the results are used to facilitate teaching and learning and implementation of intervention strategies for the Banneker student. Assessment data is used in the selection process of our students. It allows the predication of student success and performance. The data assist in planning of students' program needs (i.e. – advanced or reinforcement classes). It serves as a litmus test for student's success. Specifically, the test data that is collected is used to predict cohort averages, class averages and individual student success, which provides guidance for instruction. The assessment results give the teachers the outcome of the strategies (i.e. – teacher reflection, alternative teaching strategies, and effectiveness of the lessons). The assessment is used to enhance instructional strategies.

All Banneker alumni since the first graduating class in 1984 have earned admission to four-year colleges.

Over the past three years, the pattern of acceptances has reflected both the national competitiveness of Banneker students and the cultural and regional traditions of the community served by the school.

Banneker's college acceptance success is directly influenced by the data collected on the standardized test, PSAT, AP and IB. It is used for benchmark assessment for early prediction of acceptance. The assessment data is used to strengthen the program and analyze program weaknesses. It is used to strengthen the curriculum, which improves student's success. The data offers principles, frameworks, tools, and a conceptual basis to assist in the teaching and learning of the Banneker student. The IB data is used by the IB teachers/counselors to predict the IB Diploma candidates.

Banneker teachers use the assessment data to practice constructive response questions and expose the students to the types of questions found on the standard tests, ultimately giving the students a level of comfort, thus relieving test anxiety. The teachers use the data as predicted value (probability of success).

The results are also used to motivate the students. The results chart the students' success, providing formative and summative information. The data is used to measure personal success and goals of the students. In other words, the Data Team, Banneker has the data work for us rather than working for the data. The assessment data is used as an investment that pays the dividends of achievement.

3. Communicating Assessment Results: Banneker's success is due to the great deal of parent support. The parents and the community as well is an intricate component of the Banneker family. The Banneker program has a community laboratory component in which there are more than 200 community partners. These partners and parents work closely in supporting the success of assessment. The PTA has collaborated with the school and provided SAT prep opportunities after school. Community partners, such as George Washington University and Howard University provide tutorial for our students in mathematics and reading. Cultural community supports through Banneker's community service program offers the Asian and Hispanic students tutorials as well. The results of assessments, PSAT, AP, IB, and DCCAS, are all shared and celebrated by all.

Banneker parents meet monthly for informal collaborative meetings with the principal and the teachers. This meeting affords the parents on-going opportunities to connect with their child's teachers and administrators in an informal setting. This dialogue has proven to be a successful strategy of success. The traditional methods of sharing data with the parents are also used. Progress reports, weekly parent communications from the teachers and report cards are methods of outreach. Back to School Night, Parent/Teacher's Conferences, PTA, LSRT and grade level meetings are additional methods of communications in which assessment results are shared. DCPS, Washington Post and other media avenues publish student assessment data. The Banneker website, DCPS website and the internet provides wide variety information on assessments. It is also communicated throughout the building in the classrooms and other high visibility areas.

4. Sharing Success: Benjamin Banneker Academic High School as an incentive school that serves as a demonstration model for other high schools, specifically Coolidge Senior High School and Mary Margaret Washington Career High School. Both schools are low performing high schools in Washington, DC.

These schools were chosen because of several reasons. Some of the areas in which Banneker has achieved success correspond with areas of growth at both schools. Faculty size and enrollment is very similar to M.M. Washington in addition to geographical convenience. The current principal at Coolidge has first hand working knowledge of our program and the demonstration model. Banneker models it best practices at each school and is a resource to assist. Banneker develops plans and shares its model, which includes release time to observe specialized programs, professional development and administrative discussions. The model provides mentoring, coaching and instructional support, collaboration and

planning, resources sharing, support staff exchange, varsity athletic partnerships, extended day activities and counseling services.

The need of the partnership and the mutual benefits to all three schools is clearly recognized. The Benjamin Banneker Academic High School Model is one that can be duplicated across the city. The duplication of this program can also be a model for Middle/JH Schools with a few modifications; in fact, collaboration has been on going with several principals at these levels. The services to students, teachers and parents are incalculable. The levels of success are recognized by all indicators.

The models provide best practices for all. Coolidge and M.M. Washington both have rich histories of success. The Benjamin Banneker Academic High School Model offers revitalization of this success as well as growth.

The success of this program is shared with central administration on as well; specifically our Banneker Summer Institute has provided the model for all high schools across the city. Many collaborative partnerships with graduate students from across the city and states use Banneker to provide them with student teaching opportunities. Leadership programs such as USDA Leadership program employ the Banneker program for internships as well. Nevertheless, Banneker is unique in its success and is a program like no other, we continue to offer professional development and best practices opportunities to many.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Benjamin Banneker curriculum consists of required studies, which provide a structure continuum of college preparatory courses, electives that enrich and support this required sequence, a program of student activities, which link school and community services as an extension of the approach to instruction, which foster the acquisition of skills, knowledge, and attributes necessary for living in a multi-cultural society. These include academic, personal, interpersonal and communicative proficiencies. The required and elective college preparatory courses offer a balance of the liberal arts and sciences. Graduation requirements for Banneker students are 26 Carnegie units. The comprehensive DC Public High school requires only 23.5 Carnegie units.

The course offerings in the various subject areas are designed to provide the students with in-dept learning and creative education in areas, which respond to their special talents and interests. In addition, the Banneker curriculum includes the Community laboratory Project that involves the students in the community through projects, which are practical, meaningful and useful.

Included with the above prescribed courses are additional areas of study under the traditional instructional program:

- Latin I
- Biology I
- Ancient and Medieval History
- Computer Applications I & II
- Physical Education
- Research Health
- Modern Foreign Language (3 courses)
- Chemistry
- World Geography & Global Perspectives
- Community Laboratory Project
- History of the United States
- Physics
- United States Government
- DC History
- Art
- Music

The Benjamin Banneker International Baccalaureate Diploma Curriculum is the only public school in the city of its kind. The IB Program is a rigorous pre-university course of study leading to examinations that meet the needs of highly motivated secondary school students. The IB Program and the traditional Banneker Program are similar in many ways. Both include a challenging research project as a graduation requirement. Both require students to perform community service. Both require rigorous courses of study. The major difference between the two programs is that IB diploma candidates must pass internationally standardized examinations that are assessed by examiners throughout the world.

The IB diploma is a comprehensive two-year curriculum (grades 11 and 12) that allows its graduates to demonstrate through objective and universal exams that their education and academic preparation is the equal of any offered in the world. All IB students also fulfill the Creative, Action, Service component of the program which requires 150 clock hours, or fifty for each arena of the component: community service, creativity projects, and physical education.

IB students undertake an Extended Essay, or research paper, in an academic area of their choice. The Essay is 4,000 words with full documentation, an argument and a conclusion all based on research findings. Theory of Knowledge is also studied over a period of 100 classroom hours. The course is

designed to teach students how to think in depth. There are two assessments in the course, a group presentation on a current, real life issue, and an Essay of 1,600 words, with documentation, on a prescribed theoretical issue arising from student studies.

The instructional program has the following prescribed curriculum:

| | |
|----------------------------------|-----------------------------------|
| World Literature HL 1 & 2 | World Language (4 courses) |
| Experimental Sciences HL 1 & 2 | Theory of Knowledge (1.5 courses) |
| Visual Arts SL 1 & 2 | History of the Americas HL |
| 20 th Century History | Math Methods |
| Math Studies | |

Banneker students study a foreign language for four years. Students in our traditional program take a year of Latin, followed by three years of Spanish, French or German. IB Diploma students take four years of Spanish, French or German as part of their examinations program. IB students also take on year of Visual Art as part of their examinations program as well. All students take a semester of music and art.

Both Banneker programs are rigorous college preparatory programs. Banneker students matriculate to college with the foundation to achieve success.

2. English: The English program at Banneker makes a specific contribution toward enabling each student to realize his uniqueness as in individual, to experience a sense of accomplishment, and to develop a strong sense of personal and social responsibility. Through the study of English the gains insight into the universal concepts of life, understanding and enjoyment of the written word, experience in expressing the student's creatively, self-confidence in utilizing proper speech techniques and the ability to think critically as the student assimilates knowledge with an adequate command of the English language. The sequences of courses are as follows:

Required Courses

English I
English II
English III

Elective Courses

Advanced Placement English
Advanced Grammar and Composition
SAT Preparation
Creative Writing
Dramatics
Debate

Banneker students are provided tutorial support from the teacher as well as peer tutoring. Students that have deficiencies in reading are provided differentiated instruction and with the collaboration of parents are provided supplemental learning services and support. Contractual agreement with parent, student and teacher is mandated for tutoring with the teacher until the student demonstrates significant level of achievement.

3. Additional Curriculum Area Mathematics: The study of mathematics is indispensable in any program of education. It is particularly relevant to the need of the Banneker student. Through mathematics, the students are introduced to ideas and techniques basic to development of modern science. From the study of mathematics, the Banneker student assimilates mathematical theory that is the fruit of centuries of investigation. In doing so, the student not only opens areas of self-development but also applies knowledge to technological tasks.

Students who graduate from Banneker will be able to demonstrate and apply computational skills and algebraic logarithms, solve problems that require unique solutions, employ deductive reasoning, which leads to valid conclusions, and describe the uses and limitations of computer technology. Banneker students are also able to apply mathematics concepts to a variety of subject areas and to everyday situations as well as describe the underlying structure of a mathematical system.

Required Courses

Elementary Algebra
Geometry
Advanced Algebra and Trigonometry
Pre-Calculus

Elective Courses

Advanced Calculus
Advanced Statistics
Probability and Statistics I & II

4. Instructional Methods: Banneker uses many instructional methods. Students that enter Banneker in the ninth grade must attend the Banneker Summer Institute, a bridge program for incoming students. The Institute provides an opportunity to introduce expectations of the Banneker student as well as an early opportunity to prepare for individual learning styles. This is important because students matriculate from many schools throughout the city. Many have become comfortable to particular methods of teaching and learning.

Instruction is designed with students needs in mind. Students are provided with whole group as well as small group instructional activities. Strategies for instruction are designed to address all learning styles. As mentioned, data is used to tailor instructional needs. Independent instruction is designed for students formally in the tenth grade in which they work independently on a health research project, generating a 10-12 page research paper.

Teachers are provided with training to enhance teaching and learning for different types of learners. Hands on activities in science, mathematics and other disciplines are implemented. Technology is available in each class to assist with the different learning styles. Students are encouraged to participate in peer tutoring as tutors or tutees. Teachers meet weekly, collaborating with colleague on instructional teaming activities. Teachers use peer observations for best practices to ensure student success.

5. Professional Development: Banneker's professional development plan for the year affords teachers opportunity to develop and enhance their teaching skills. Specifically, all teachers are provided the opportunity to be trained in IB and AP. Banneker has the only IB program; therefore, new teachers must be trained as well as re-certifying previously trained seasoned teachers. Also, because of the rigorous program, all teachers are trained in AP as well. This training provides the opportunity for all students to have exposure to pre-AP and pre-IB preparation. This preparation affords teachers to tailor the instruction to meet students' needs.

Internal professional development opportunities are provided every month to the teachers reinforcing differentiation instructions, content standards, data analysis, and technology. Professional development funds are used to support teachers in acquiring certification/re-certification and increased content knowledge. In addition to the above, there are weekly early morning professional development meetings with grade level teams, professional development team and IB/AP teachers. Central administration supports Banneker's professional development plan.

Professional development is encouraged to promote greater efficiency and competency in the delivery of instruction. All professional development experiences are designed for administrators, teachers and staff as part of their commitment to teaching and learning. Continued professional development will grow out of the identified needs of the school. The focus will continue to provide experiences that will enable the teachers to challenge students to learn and foster a climate in which learning can be freely pursued.

Professional development opportunities are also shared through best practices and the incentive school model plan with neighboring schools and colleagues (i.e. M.M. Washington and Calvin Coolidge High Schools). This collaboration supports many of the system wide professional development initiatives. There are also opportunities for our parent partners in our professional development plan.

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS 2003-2005

Subject: **Reading** Grade: **10**
Edition/Publication Year: **9th Edition**

Test: **Stanford Achievement Test (SAT 9)**
Publisher: **Harcourt**

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

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|------------------|------------------|------------------|
| Testing month | April | April | April |
| SCHOOL SCORES | | | |
| Total Score | 58 | 63 | 63 |
| Number of students tested | 121 | 100 | 98 |
| Percent of total students tested | 100 | 100 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. Black, non-Hispanic | 58 | 62 | 64 |
| Number of students tested | 103 | 95 | 87 |
| 2. Economically Disadvantaged | 59 | 61 | 61 |
| Number of students tested | 53 | 35 | 24 |
| 3. Asian Amer./Pacific Islander | 53 | | |
| Number of students tested | 10 | < 10 | < 10 |
| * No data for groups less than 10 students | | | |

Subject: **Mathematics** Grade: **10**
Edition/Publication Year: **9th Edition**

Test: **Stanford Achievement Test (SAT 9)**
Publisher: **Harcourt**

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

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|------------------|------------------|------------------|
| Testing month | April | April | April |
| SCHOOL SCORES | | | |
| Total Score | 69 | 68 | 67 |
| Number of students tested | 121 | 100 | 98 |
| Percent of total students tested | 100 | 100 | 97 |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| 1. Black, non-Hispanic | 67 | 67 | 66 |
| Number of students tested | 103 | 95 | 85 |
| 2. Economically Disadvantaged | 71 | 66 | 67 |
| Number of students tested | 53 | 35 | 24 |
| 3. Asian Amer./Pacific Islander | 77 | | |
| Number of students tested | 10 | < 10 | < 10 |
| * No data for groups less than 10 students | | | |

| | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------|------------------|------------------|------------------|
| NATIONAL MEAN SCORE | 100 | 100 | 100 |
| NATIONAL STANDARD DEVIATION | 16 | 16 | 16 |

STATE CRITERION-REFERENCED TESTS 2005 - 2006

BENJAMIN BANNEKER HIGH SCHOOL

Subject: **Reading** Grade: **10** Test : **District of Columbia Comprehensive Assessment System (DCCAS)**

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

| | 2005-2006 |
|--|------------------|
| Testing month | April |
| SCHOOL SCORES* | |
| % “Proficient” plus “Advanced” State Standards | 91 |
| % “Advanced” State Standards | 28 |
| Number of students tested | 89 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES* | |
| 1.Black, non-Hispanic | |
| % “Proficient” plus “Advanced” State Standards | 92 |
| % “Advanced” State Standards | 27 |
| Number of students tested | 79 |
| 2.Economically Disadvantaged | |
| % “Proficient” plus “Advanced” State Standards | 74 |
| % “Advanced” State Standards | 17 |
| Number of students tested | 35 |
| * No data for groups less than 10 students | |

Subject: Mathematics Grade: 10 Test :District of Columbia Comprehensive Assessment System (DCCAS)

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

| | 2005-2006 |
|--|------------------|
| Testing month | April |
| SCHOOL SCORES* | |
| % “Proficient” plus “Advanced” State Standards | 88 |
| % “Advanced” State Standards | 19 |
| Number of students tested | 89 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES* | |
| 1.Black, non-Hispanic | |
| % “Proficient” plus “Advanced” State Standards | 87 |
| % “Advanced” State Standards | 16 |
| Number of students tested | 79 |
| 2.Economically Disadvantaged | |
| % “Proficient” plus “Advanced” State Standards | 88 |
| % “Advanced” State Standards | 26 |
| Number of students tested | 34 |
| * No data for groups less than 10 students | |

As previously mentioned, the standardized assessment was changed from the Stanford 9 Achievement Test (SAT 9) to the District of Columbia Comprehensive Assessment System (DCCAS) to assess more efficiently to the newly adopted standards. There were no specified relations connecting the two assessments, which indicate different results and are complicated to compare. The new DCCAS is more rigorous and because of the higher standards for achievement, there were declines in student scores, however, Banneker’s students continue to score above state standards.