

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 60 Elementary schools
 (per district designation) 15 Middle/Junior high schools
9 High schools
0 K-12 schools
84 Total schools in district
2. District per-pupil expenditure: 7798

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	92	139	231
K	0	0	0		7	89	120	209
1	0	0	0		8	96	105	201
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								641

6. Racial/ethnic composition of the school: 8 % American Indian or Alaska Native
3 % Asian
45 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
32 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is 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, 2009 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2009	641
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 7

Specify languages:

Spanish, French, Hebrew, Arabic, Chinese, Turkish, Ugandan

9. Percent of students eligible for free/reduced-priced meals: 62%
 Total number of students who qualify: 399

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%
 Total number of students served: 3

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

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>5</u>	<u>0</u>
Classroom teachers	<u>37</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>15</u>	<u>0</u>
Total number	<u>66</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	97%	96%	96%	96%	96%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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George Washington Carver Middle School was built in 1929 and is located in the revitalizing historic Greenwood Avenue and Pine Street district in Tulsa, Oklahoma. It is in close proximity to downtown Tulsa and neighboring Oklahoma State University and Langston University. Carver Middle School is a magnet school where admission, set by Tulsa Public School District, is based on a percentage from each quadrant of the city. Currently, Carver serves approximately 625 students with a faculty of 35 teachers.

Curriculum at Carver Middle School focuses on advanced core subjects because 86 percent of the student population is either advanced or proficient. In compliance with International Baccalaureate Middle Years Programme, students are required to take foreign language, physical education and fine arts. Instructional focus is on extended learning enrichment activities, design and research, multicultural experiences and meaningful elective classes.

The George Washington Carver School year begins with the 8th grade “Boat Race” Project which is a conglomeration of core subjects like Math, English, Geography, Science and Arts with an objective to nurture teambuilding, instigate architectural engineering abilities, investigate mathematical deductions and capture the essence each team member’s capacity. The boat is designed and built from cardboard and duct tape, the only materials that can be used, within two weeks. The culminating activity, the test run, is at Booker T. Washington High School’s swimming pool where the team boat races are experimented. The judging category includes, longest standing boat, best decorated boat, the smallest vessel, largest vessel, etc.

The Study of the Civil War in the 4th quarter brings three businessmen, who are Civil War enthusiasts, with collections of memorabilia, armor and ammunition, clothing, flags, and related items. They share their knowledge with the 8th grade students. The 8th grade class takes a field trip to Wilson Creek Battlefield, Springfield, Missouri to visit an actual battlefield. The unit concludes with a Civil War Field Day when 8th grade core teachers organize activities that relive the past. The History teachers and students make biscuits and eat what they have created. The science teachers simulate medical techniques of the period by having students dissect chicken wings. The Math teachers play card games and activities that may have been played by Civil War soldiers in their leisure time and the Language Arts teachers supervise the playing of “Rounders” which is the predecessor of modern day baseball and was played by the soldiers during the 1860s

The Seventh graders at George Washington Carver Middle School embark into their project named Shelter Building Project during the fifth and sixth week of the school year. After reading Gary Paulsen’s novel Hatchet, student assigned groups begin to design, and build free-standing, waterproof shelters, made from natural materials without manufactured tools. As a means to identify with the main character in the novel, this “being there” experience allows students to learn that teambuilding and problem solving traits are required to survive in nature and society. This project is built in a week, within the school grounds. At the end of the week, after the judging, the students invite their parents to a picnic on school campus to view their shelters. This breathtaking view of seeing parents sit with their middle school children, on picnic blankets, on pavements alongside their projects is remarkable.

For ten years, Carver seventh grade students have participated in the Tulsa/Tiberias Sister City Partnership Program/ Students from the two continents, write pen pals letters, learn about the cultures and the Holocaust. The two student groups read the Diary of Anne Frank, share food, photos and gifts. This partnership culminates in a video conference where the students from the two schools share what they have learned about the Holocaust, diversity, and speaking up for others through song, dance, drama, poetry and speech.

The sixth graders at Carver capitalize on the research and design cycle. Sixth graders indulge in small classroom projects of research. The starlight event is called Cultural Interlude. Prior to this event, students research on their heritage and different countries. This year on April 29, students adorn the halls in national costumes, attend a school wide assembly to celebrate differences with a cultural show. This event is then opened to the public for the International celebration with the sale of ethnic foods, a variety show, and ethnic games. The school PTSA sponsors the event and the profits generated help PTSA fund their annual teacher classroom grants.

The numerous other activities that make Carver Middle School deserving of the National Blue Ribbon School status include Campus clean-up day, teacher grants from the Carver Foundation , Science Club, Chess Club city championship, Ebony Bowl, Black Heritage celebration, choir and gospel choir, City speech championship, community garden project. This is Carver Middle School with a mission that states our tradition is excellence, or concept is diversity, our potential is unlimited and our future is global.

1. Assessment Results:

The accountability for Principals and teachers in Tulsa Public Schools has been rigorous. While the mandates of standards based teaching has insured results, it has definitely established a blue print for curriculum mapping and vertical articulation throughout the district. Carver Middle School continues to show steady improvement and achievements. The uniqueness of Carver Middle School being that it is a magnet school with an enrollment of 641 students from all over the city of Tulsa is an indication that diverse populations of students enter Carver Middle School with a magnitude of learning connections.

The trends from the past five years indicate several elements: State tests indicate that Carver Middle School Schools OPI gap is larger between the district than of the State. It is important to mention that Carver Middle School is a magnet school and students who attend Carver Middle School, have to seek an application to be accepted. The achievement gap lies in the African American students who attend Carver Middle School. The school's median OPI illustrate slight increase in Math and Reading. The trend reveals that the Math achievement gap is decreasing. Test results also indicate that the achievement gap in the Reading scores is larger than the Math scores. Nevertheless the need to close the achievement gap for the approximately 20 percent of the school population is significant and urgent.

The following are strategies that Carver focuses on to close the achievement gap : a) the accountability to shift focus from teaching to learning drives teachers to pursue continuous inquiry and research based strategies to extenuate excellence in learning allows teachers to anticipate high test scores. This shift from teaching to learning has resulted in teachers being able to disaggregate data on every child at Carver Middle School.

Three questions often asked of teachers are: 1) What do we want them to know 2) How will we know when they learn it 3) What will we do to student who do not make achievement. Data teams, meet at the beginning of the year to analyze depth of learning which occurred the previous year. Concerns and outcomes are documented. This process continues throughout the year after benchmark tests results appear. Here, during grade level Professional Learning Communities (PLCs) meetings, standards and objectives are analyzed. Teachers are reminded that it is not the core subject teacher 's problem to solve these deficiencies but one that the entire PLC family must undertake.

Curriculum content, rigor and readiness have become Tulsa Public School district's initiative. This requires teachers to participate in standard based professional development that applies content knowledge, inquiry and problem solving to obtain gains in the state tests. At Carver, teachers require students to speak with skill, and grace; write with clarity and purpose, read with a critical eye, and listen with active engagement. Students are engaged in rigorous curriculum content and problem solving skills set goals, standards and outcomes for themselves. Building a culture of inquiry involves analyzing data; probing perceptions about why things are as they are and examining academic culture. Inquiries like the above force teachers to upgrade their curriculum and strategically focusing on student academic needs.

D) retaining highly qualified teachers. Due to teacher attrition, the ability to lose qualified teachers and hire highly qualified teachers has become a district quest. Teachers are encouraged to become highly qualified by a stringent rules and regulations. Administrators ask results-driven questions to teachers during interviews.

Besides the above strategies, student who perform in Unsatisfactory levels are uniquely placed in Reading and Math intervention classes. A reading intervention teacher masterfully helps students succeed to the next level. In Math a Math instructional TA helps tutor students in Math classes. These students are also encouraged to attend after school tutoring.

The state department website URL is http://www.sde.state.ok.us/AcctAccess/APIReportCards_site/2010/721001515.pdf

2. Using Assessment Results:

Assessment data is one of the underlying elements that drives Carver Middle School (CMS) to pursue excellence. Our accountability process begins at the first faculty meeting of the school year. Assessment data is presented to all teachers highlighting Carver's strengths and weaknesses, as well as, standards and skills that require rigorous teaching and learning. During the full day of intense strategic planning, procedures are determined that will address how to maintain and improve on the schools strengths and successes. Weak and deficient areas are disaggregated by grade, age, race, sex, and other criteria, to determine how and why a Carver student did not excel at the level of their peers. Teacher Professional Learning Communities (PLC)s begin making informed decisions on curriculum mapping and targeted objectives that will drive instruction for the new school year.

Grade level and individual student test scores are categorized from Advanced, Proficient, Satisfactory and Limited Knowledge. Reading and math teachers analyze areas of learning that require concentration. We have determined that we want to improve in the following areas.

- 6th Grade Math – Estimation 75%; Expressions -75% ; Angles -75%; Estimate Measurement-75%
- 6th Grade Reading – Vocabulary 75%; Literary Genre 75% ; Research and Information 75%
- 7th Grade Math – Properties 50% ; Data Analysis – 67%;
- 7th Grade Reading – Literature 75%;
- 8th Grade Math – Algebraic Reasoning 67%
- 8th Grade Reading- Figurative Language 67%

The school principal and team of teachers determined that the minimum score for all areas be no less than our Math – Measurement and Geometry of 86 %. We then asked ourselves, “What teaching tools are available for these students to score in the 86 percentile and above in all areas? What makes them excellent?”

Carver currently has an intervention plan in place. Grade level counselors provide the Principal with the reports cards of the targeted students. The Principal takes these reports and meets with each individual student to collaborate on a plan that will improve their performance and set challenging individual goals.

It is a well-known fact that Carver's achievement gap is larger compared to Tulsa Public School's report card; however, if we are the best school in the district, we must continue to strive for excellence. Of Carver's 645 students, only four 6th grade, seven 7th grade and four 8th grade students are failing more than two classes. This commitment of excellence in education and accountability is what we expect of our students and ourselves. This is what makes George Washington Carver a Blue Ribbon School.

3. Communicating Assessment Results:

Communicating state assessment results to the Carver community is ongoing and occurs in several ways. Some of them follow : a) at 6th grade Parent Academy b) at Carver Foundation Meetings and the Parent Teacher Association Meetings (PTSA) d) at Back to School Night e) at Carver Showcase Night f) Parent Information Bulletin Boards g) Monthly parent newsletter- the Wildcat Roar and h) weekly parent email blasts by Parent Teacher Association

Sixth grade Parent Academy, the first showcase event for the new school year, is during the first few days prior to the new school year. This Academy is an information Academy for 6th graders and parents. Sixth grade teachers plan the academy and the Principal showcases the state test results to parents. PTSA and CMS Foundation members set up booths for Carver logo wear sales.

Following the 6th grade academy is the Carver Foundation Meeting. At this monthly meeting, the Principal reports on the schools' state test and benchmark performance. This strategy initiates conversations about situational school needs that would help students maintain success and achievement.

In the first parent teacher Unit meeting, there is generally a crowd of parents who gather in the library for information. The Principal utilizes the library media classroom to showcase the State Assessment results to incoming parents. Back to School Night is another meeting where Carver has a large audience of parents. At this informational meeting parents are again presented with Carver's test scores.

Another item that remains constant throughout the school year is the school data board. This Board remains in the main entrance of the school. It is here that the current school state tests scores are displayed. Carver takes pride of its test scores and this is a dominant feature to the school. This board is also subject to change with updated benchmark test results in Math and Reading. The first few weeks of the parent newsletter and parent emails highlights Carver Middle School's achievement in the state tests. The monthly articles written by the Principal, depict areas of strengths and weaknesses that need to be addressed this school year. Sometimes the Principal and the Assistant Principal generate helpful hints that parents should consider to help children in their learning experiences at Carver Middle School.

4. Sharing Lessons Learned:

Teachers acquiring and applying new knowledge is an intellectual tasks and a high priority in PLC. Teachers and leaders support culture of inquiry through constant scanning and bringing new ideas help other teachers as a means by which teachers consumed and generated new knowledge. Carver Middle Schools share their successful teaching strategies with their fellow teachers at district professional development meetings, summer professional development workshops and school professional development meetings.

Teachers need to share their strategies because research passed on to other teachers, and resources students will learn to work around their own learning obstacles and allow students to gain ownership. At an English Department meeting, the English teacher shares how she disaggregates data, spends relentless hours disaggregating her individual student data, scrutinizing areas of weaknesses to plan for the school year. Department members shared some of their teaching strategies they are applying in their classroom. Teachers use comic strips in LA classrooms without captions and have students write a short paragraph interpreting the comics. Another project would be vocabulary through the activity "Flip Shute".

When district instructional leaders visit Carver Middle School, often times they refer a teacher to the 7th grade Algebra classroom or to the 8th grade English classroom. District instructional leaders encourage probationary teachers who are in the Teacher Effectiveness Initiative in surrounding schools to visit our starship school.

Teachers at Carver are not bashful of sharing their expertise with fellow colleagues or at staff professional development. Twice a year, teachers couple with a few elementary schools to build some sense of vertical articulation between elementary and secondary schools. Since Carver recruits from the entire city of Tulsa, it is very difficult to coordinate with 60 elementary schools. Sometimes teachers participate in video conferencing abilities to share and relate to some of the similarities and differences in learning objectives. Some of the Carver Middle Schools teachers present at district level professional development workshops.

Intensive ongoing collaborative PD is what research shows to be effective for improving both teachers' practice and student learning. Collaboration and shared decision making across grade levels and subjects foster respect for one another and encourages collegiality, something that is crucial yet lacking in many schools. It also helps spread of innovative, pedagogically- sound ideas to help improve as a whole. Sharing and collaboration is priceless.

1. Curriculum:

Carver Middle School's core curriculum teachers follow the philosophy of teaching math, science, language arts, and geography in a non-traditional manner that will allow the students to learn the subject beyond what is traditionally expected. Teachers use elaborate projects that incorporate intricate hands on learning, several weeks of preparation and research, as well as, presentations and interviews that require the student to demonstrate and validate their findings.

Language Arts Carver Middle School Language Arts curriculum encompasses areas of communication skills, reading, writing, speaking and listening.

Beginning in 6th grade, research is incorporated in the language arts learning process. Over two semesters, sixth graders research the novel, Belle Prater's Boy, and are required to produce notes, a research paper, poster, and 3D project worth 650 points. Teachers require reliable sources, the use of MLA citation methods when writing documents, math and global connections with science, and coal mining geographic location limitations. Students then make a presentation about their research on the topic incorporating all of their findings.

6th graders also make a scrapbook travel guide on the novel, "Watson's Go To Birmingham" over the next semester. They learn about the use of geography, money, math, culture, and racism. This project requires that all students, no matter what their ethnicity, interview an older family member that has faced racism.

Throughout the next two years, teachers teach the writing process, striving for mastery of personal argumentative expository and descriptive essay and creative writing through hands on projects and presentations.

Math The 6, 7, 8th grade math teachers utilize hands on real world activities that allows the student to broaden their knowledge of math beyond traditional textbooks. Activities foster rigor and relevance in the areas of:

- Number Sense – skills of basic operations.
- Visual awareness through graphing and working with geometrical shapes.
- Transition from computation to algebraic expressions.

Another project in 7th grade is the Tessellation project which teaches rotations, transitions and reflections. Tessellations use revolutionary puzzles pieces to create objects in endless combinations. This not only fosters creativity, which enriches the students learning experience, but also, allows the teacher to apply mathematical knowledge as the student designs unique puzzles, books and posters.

A favorite 7th grade project is the creation of a brochure of recipes which requires the use fractions. This two week project, in conjunction with the shelter unit project, noted in the Part III summary, requires that they use food items from nature within their recipes. For example, the shelter is made from the corn stalk and the corn is used in their recipe. The bean string is used to tie parts of the shelter and the beans are used in the recipe. They are to find any other items ingredients from nature. None of the ingredients can be processed items.

Science The Scientific Method process is emphasized at all grade levels in Carver Middle School. Cells, diversity of life, electricity and magnetism, properties of matter and catastrophic events are covered. This

is followed by the study of the human body, genetics and the highly anticipated dissection of eyes and pigs by each student. Motion and force topics highlight the building of helicopters in 6th grade.

During 7th grade science, students study the properties of matter including the electrolysis of water. Students take water and turn it into hydrogen and oxygen gas; after which, they ignite the gas and then discuss the reaction.

- In Earth Science, students use ice and candles to study convection current model. During this highly participatory project, candles are put of each side of the ice and light a punk. This activity models convection current.

Geography In 6th grade Geography the eastern hemisphere, human and physical geography and world cultures are covered, while the 7th grade teachers teach the western hemisphere, physical geography and cultures as well as human geography. Many of the concepts here are taught through interactive technology and hands on projects. The 8th grade Social Studies curriculum is the U. S. History, covering the period from colonization (1600s) till the end of the civil war.

Visual Arts In visual arts class, the elements and principles of art help students develop creative and artistic skills through a study of art history. Students log record of their own development in a sketchbook portfolio.

In the Performing Arts, students enrolled in band, orchestra, music, theatre and choir are required to perform each nine weeks as part of their assessment. Currently, 35 out of 52 students are members of the Metro Honors Band, a citywide band representing the best middle and high school band members.

Physical Education This course goes beyond traditional physical education, and nutrition. The Middle Years Program (MYP) expectations are an intricate part of this teaching process. Students keep a weekly nutrition journal, logging in the food consumed and the physical activity they have engaged in and outside of physical education. Students also prepare sports reports which cover a variety of research themes that highlight sports, players, statistics, art, world cultures, science, language arts, family and consumer science. This criterion reinforces public speaking skills, eye contact and voice levels.

Foreign language such as Spanish, French and Chinese are offered at Carver Middle School. Sixth graders take these three languages and continue the following years. Not all middle schools in Tulsa have French or Chinese. This is what makes Carver unique as a recipient for the National Blue Ribbon.

2. Reading/English:

The English Language Arts curriculum at Carver Middle School encompasses a variety of differentiated instructional strategies from research and writing essays, hands on learning, lectures, projects, field trips, and presentations. Students are immersed in literary genres of World, American and English Literature. Teacher lesson plans and class projects are aligned and on target with the state core standards. Carver principle and teachers are committed to the success of each student. Therefore we have specific programs that target students who read below grade level. Through these programs they are immersed into language arts at their comfort level of learning and carefully maneuvered into grade level competence.

Students reading and writing below grade level are encouraged to compose and give oral presentations. While reading is an integral portion in gauging reading levels, these students are scheduled into a Reading intervention classes to help them in reading comprehension. In the intervention class, the intervention teacher models lesson objectives such as when she teaches idioms “two peas in a pod”, at first, she illustrates it on the board. Then she physically models it. Later she asks for reflective feedback from the students. By now students have had two examples from the teacher and they begin responding with examples “couch potato’, silver lining” etc. The Intervention teacher monitors and disaggregates

individual student data. The intervention teacher disaggregates data meets with grade level language arts teachers and plans for further intervention.

Another way students improve their reading skills is by peer tutoring. Students are paired up with Honor Roll students who meet them in the library to think pair share or do read alouds. There are some students who participate in Study Island. The grade level Counselor meets with the students to assess their achievements. Teachers give after school tutoring which helps some students.

This is a snapshot of what Carver does to improve reading skills of 12 -15 students who need rigorous intervention. This is why Carver deserves to receive the National Blue Ribbon Award.

3. Mathematics:

Carver Middle School math teachers are committed to making Math a living piece. The activities that Math teachers foster focus on building real world experiences. Carver accomplishes this non-traditional method of teaching by using the combination of Middle Years Program curriculum-Areas of Instruction, Human Ingenuity, and Community Service.

Carver principal, counselors, and math teachers are dedicated to the success of all CMS students. Therefore, an intervention plan has been developed to address the needs of students that performed in the Limited Knowledge (LK) and Unsatisfactory (UN) range of the OCCT exam. Currently, there are approximately 10 -15 students in each grade level who fall in that category of Limited Knowledge. These students attend an intervention Math classes with a Math teaching assistant.

The Math teaching assistant, along with the principal, math teachers, and counselors methodically collaborate on each student's progress. The program is designed to meet the needs of each student based on their math grade level expectations. Once OCCT results are received, the team gathers to construct a strategic plan that will target the student's deficiencies. The plan is then discussed with the student and their parents. Information regarding the student's intervention curriculum is discussed as well as what is expected by the parent, as they will be an integral part of the child's development and success.

Once the student begins the program in two math classes, intervention and traditional math, the lead teacher monitors student progress weekly and informs parents, while the teacher assistant, informs the teacher of the student's progress. This method of cross communication between teachers, students, principal, counselors, and parents creates an environment of early intervention and immediate opportunities for affirmations and advancements.

Additional math intervention opportunities include before and after school math tutoring which are taught by two math teachers and two tutors. Morning tutoring includes breakfast and is regularly attended by students anxious to understand the subject of math. Carver also provides the opportunity for peer tutoring. This highly success learning method provides for a more comfortable tutoring experience for the struggling students to work with someone that they have more in common with.

The goal of Carver Middle School math department is to provide all of the resources and tools necessary to be successful in the subject. We are aware that each of our students have unique styles of learning information. Math is vital to everyone's success and we are dedicated to making sure that our students are prepared. Carver Middle School math department's intervention plan to address the needs of the struggling students is intricate, measurable, and successful. This is what makes George Washington Carver the ideal Blue Ribbon School.

4. Additional Curriculum Area:

The Science Department at Carver prepares students to become global learners Students are challenged to think like George Washington Carver, a scientist. Students use empirical evidence and evaluate

hypotheses. They are challenged to determine the relation of variable by examining trends in graphs. The many aspects of science require algebraic reasoning to determine the relationship between variables. Most of the physical science curriculum is centered around finding trends in mathematical equations for relationships that have repeating trends, such as frequency of waves or ratios of chemical equations. Students are required to explore and explain these relationships. Students apply quantitative reasoning to understand and analyze numbers and properties, and how it changes over time.

Since technology is the human application of scientific knowledge, CMS students also use electrical current, sound and light waves, graphical representations, and algebraic reasoning to examine and manipulate information from the natural world. Students prepare to construct the building of the PINEWOOD DERBY by calculating speed in familiar and unfamiliar situations. In Physical Science, speed is used to calculate acceleration.

The students create a Pinewood Derby track and graph their time and the time of other cars. Time and distance are used to calculate speed and comparisons of slopes are made for similarities and differences on graphs. Calculating speed is a Math AND a science PASS objective. Finding trends in graphs is a science PASS objective. Finding slope is a Math PASS objective. So, students are able to cross reference and identify to many objectives in that unit.

Students also determine the meaning of trends in mathematic formulas or graphical representations of data. In addition, they use data to create a variety of graphs and interpret graphs to determine the meaning of data. When students write lab reports, they are to embed language arts writing skills to support ideas and use language to determine meaning. Students know that there is levity within all subjects. They use language skills to summarize information and write critically analyzing information. Students journal about lab observations and provide reflective feedback on the meaning of specific observations through convincing written arguments supporting original thoughts.

5. Instructional Methods:

The ability to recognize varying background knowledge, readiness, language, and preferences in learning interests so that students may act responsively is the goal of each teacher at Carver. Teachers teach a process to maximize students' success. Meeting the student where they are and taking them to the next level of learning is centerfold.

The degree of differentiation lies when teachers make individual adjustment to suit diverse learner. Based on the concept of Howard Gardner's multiple intelligences, the projects assigned to students are variations of how children learn and perceive knowledge. Teachers frequently use rubrics in assessments. An awareness that some students are auditory learners while others need kinesthetic forms of assessment, teachers device learning at all levels. Teachers conduct whole class discussions of "big idea" concepts and develop small intimate groups of 3-4 students for smaller projects. Groups are shuffled to learn the life skills of flexibility and team building. Differentiating assessment is conducted in the form of surveys, interviews, informal conversations, anecdotal reviews, rubrics, journals, visual displays etc. Another form of differentiation that occurs is differentiating expectations and requirements of student responses, so that student knowledge and understanding can be expressed in different ways. Differentiated assignments between teachers vary significantly within grade levels and abilities. Teachers adjust levels of challenge for the students. Sometimes, students are provided with models of assignments so that they may challenge the teacher. Sometimes students are given choices in learning content so that they may take ownership of their learning and build incremental success.

Students at Carver are geared up for global citizenship. They are nurtured to become critical thinkers so that they think out of the box and apply what they learn. As a result, they give deductive reasoning. With a mission to build a student who thinks globally, plans, investigates and analyzes. This is the foundation of Carver's mission for every child.

6. Professional Development:

Teachers at Carver Middle School attend district workshops in their curriculum areas throughout the school year. Teachers believe in sharing ideas to revitalize their teaching and engaging in extended learning experiences.

Allocation of Title 1 money towards professional development for teacher attendance at district and regional workshops is crucial in sustaining change. National conferences also allow teachers to network with other Title 1 schools around the nation. The workshop strands presented at conferences are very much aligned to a school and district needs. Since this is Carver Middle School's second year in the Title 1 program the Math and English Department leaders attended The Title One National Conference. They shared their professional experiences during their team planning meetings after their return. Some of the lessons shared were that on Math Train and web resources that students can obtain online tutoring. Feedback from the attendance at this Title 1 conference was addictive among the faculty.

Marzano's *What Works for Schools* is an example of a workshop that teachers have attended. *Learning by Doing* is the other professional development that a team of teachers have attended at the district level. This is monthly professional development held at the district professional development center. Much of what they learn, are applied in the classroom and with their peers. Through classroom application, students realize that their teachers are global learners like them, this creates a reactive energy to want to perform better.

Besides, Title 1 conferences, Reading teachers participated in Encyclomedia conferences at the state level and return to school to share with their colleagues during department meetings. Some teachers return with an abundance of book ideas that are placed on the school web page and on wikispace.

Faculty meetings are another avenue for professional development activities. The library media specialist and the Principal facilitate professional development activities on math and reading enrichment websites

The Library Media Specialist, Mona Edwards, at Carver Middle School plays an important role in helping teachers integrate technology in the classroom. Making sure that Carver students stay technologically aware makes this a most worthy endeavor at Carver Middle School. The library Media Specialists facilitates a Tech Thursday each week for to attend during their planning period and engage in a professional development, mini workshop on application of curriculum research, and enrichment sites that are applicable into the curriculum.

Although the teachers at Carver Middle School are recognized as being the best, they constantly striving to raise the bar. Through professional development activities such as, ebook studies, webinars, and presentation at national conferences, the teachers are aware of advancements and updates in education. The commitment to professional development and academic excellence is what makes George Washing Carver Middle School the ideal Blue Ribbon School.

7. School Leadership:

The leadership philosophy at Carver Middle School parallels that of differentiated leadership. The leadership goal is to find ways to transform a school creating and sustaining learning systems that motivate and actively engage all stakeholders. Shared decision making enables teachers to seek ownership.

Leadership understands that change must be incremental in order to move a diverse and knowledgeable staff forward. In order to sustain change, it must be shared. This is based on the level of involvement of each staff member throughout the process. Leadership identifies the various systems in place and understands how the systems interact with each other. Group dynamics are taken into consideration since no two groups or Professional Learning Communities are identical. In order to create such group

dynamics, it requires building collaborative learning systems with faculty and students that are both diagnostic and prescriptive. Strategies for dealing with these situations are led by the principal and grade level teams leaders.

The flexibility of the school schedules allows teams to design activity systems for the entire school or grade level. Teachers are encouraged to freely produce, investigate and reflect so that informed decisions are made to enrich learning. As a result staff ownership soars. At Carver Middle School, instructional decisions and change occurs constantly, because teachers who are instructional leaders constantly disaggregate data, learn and design instructional strategies and reflect on student achievement during grade level professional learning communities.

The community and business involvement keeps growing at Carver Middle School. Community help is sought in each school activity. The 106 % parent teacher Association membership illustrates that we at Carver Middle School have an involved community. Parent volunteers participate in the site improvement writing process. Parents volunteer at fundraising organized by the Foundation and PTSA. The amount raised at this event exceeded eight thousand dollars. The money raised at the fundraisers enables the teachers to apply for Carver Middle School Foundation grants each semester. The sixth grade Academy at the initial part of the school year run with the help of our PTSA. The Intercultural Interlude is another function that brings in parent support. This portrays the transparency and fluidity of the principal.

Academics are important at Carver. Since Carver roars with excellence, it is a Magnet school and MYP school. The leadership philosophy only facilitates the preexisting structures that are present, sometimes the role of the administrator is to motivate and redirect outcomes that are beneficial for students. Teachers at Carver cater to multiple intelligences, and the faculty at Carver has diverse motivation and skills levels. The knowledge of brain compatible learning and savvy research based instructions are encouraged.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: OCCT

Edition/Publication Year: 2009

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory plus Advanced	86	81	93	96	93
Advanced	55	54	53	51	43
Number of students tested	209	218	238	194	223
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	5	2	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Satisfactory plus Advanced	83	94	92	95	92
Advanced	47	39	48	46	34
Number of students tested	123	119	127	108	100
2. African American Students					
Satisfactory plus Advanced	78	91	95	94	96
Advanced	39	30	18	39	25
Number of students tested	103	89	108	100	116
3. Hispanic or Latino Students					
Satisfactory plus Advanced	89	100	100	100	100
Advanced	63	46	63	61	64
Number of students tested	27	26	15	18	11
4. Special Education Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Satisfactory plus Advanced	95	100	97	98	99
Advanced	71	78	28	62	64
Number of students tested	59	74	85	63	78
NOTES:					

11OK6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: PASS (OCCT)

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory plus Advanced	82	81	97	97	97
Advanced	16	16	22	17	25
Number of students tested	209	219	238	212	222
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	5	2	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Satisfactory plus Advanced	77	89	97	97	98
Advanced	10	8	14	12	15
Number of students tested	123	119	127	105	99
2. African American Students					
Satisfactory plus Advanced	72	79	95	96	98
Advanced	7	7	18	12	15
Number of students tested	103	89	108	105	99
3. Hispanic or Latino Students					
Satisfactory plus Advanced	92	95	100	100	100
Advanced	11	3	17	17	9
Number of students tested	27	26	24	18	11
4. Special Education Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Satisfactory plus Advanced	90	100	97	63	99
Advanced	32	33	28	32	45
Number of students tested	59	74	85	63	78
NOTES:					

110K6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: PASS (OCCT)

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory plus Advanced	83	81	96	91	90
Advanced	51	46	49	49	34
Number of students tested	209	227	182	182	186
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	5	1	1	2
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Satisfactory plus Advanced	76	79	95	90	83
Advanced	38	36	39	24	18
Number of students tested	124	115	87	95	89
2. African American Students					
Satisfactory plus Advanced	71	71	96	90	82
Advanced	31	32	39	26	19
Number of students tested	84	104	93	118	87
3. Hispanic or Latino Students					
Satisfactory plus Advanced	96	95	100		92
Advanced	56	27	40		23
Number of students tested	25	22	15		13
4. Special Education Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Satisfactory plus Advanced	90	94	98	97	99
Advanced	69	65	68	64	56
Number of students tested	72	79	57	75	68
NOTES:					

110K6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: PASS (OCCT)

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory plus Advanced	88	86	97	97	90
Advanced	29	30	24	29	34
Number of students tested	208	227	182	221	186
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	5	1	1	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Satisfactory plus Advanced	84	92	97	94	93
Advanced	17	23	22	14	15
Number of students tested	123	115	87	106	88
2. African American Students					
Satisfactory plus Advanced	81	88	98	95	95
Advanced	12	17	15	16	22
Number of students tested	83	104	93	118	85
3. Hispanic or Latino Students					
Satisfactory plus Advanced	100	100	100		92
Advanced	16	27	33		7
Number of students tested	25	22	15		13
4. Special Education Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Satisfactory plus Advanced	93	99	99	99	99
Advanced	51	44	39	51	48
Number of students tested	72	79	57	75	67
NOTES:					

110K6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: PASS (OCCT)

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory plus Advanced	81	73	93	92	93
Advanced	35	33	36	32	32
Number of students tested	212	186	210	191	173
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	1	1	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Satisfactory plus Advanced	78	67	80	87	91
Advanced	26	20	22	20	19
Number of students tested	117	97	96	94	69
2. African American Students					
Satisfactory plus Advanced	79	82	100	95	92
Advanced	29	47	23	12	20
Number of students tested	14	17	13	92	92
3. Hispanic or Latino Students					
Satisfactory plus Advanced	82	86		100	
Advanced	23	33		20	
Number of students tested	22	15		15	
4. Special Education Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Satisfactory plus Advanced	88	79	95	99	93
Advanced	61	37	60	41	49
Number of students tested	70	57	72	68	59
NOTES:					

110K6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: PASS (OCCT)

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory plus Advanced	89	85	95	92	96
Advanced	23	13	16	32	26
Number of students tested	210	188	210	191	173
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	1	1	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Satisfactory plus Advanced	88	94	90	87	97
Advanced	13	8	4	20	17
Number of students tested	115	96	96	94	69
2. African American Students					
Satisfactory plus Advanced	83	94	93	86	96
Advanced	12	5	4	15	13
Number of students tested	97	95	104	92	92
3. Hispanic or Latino Students					
Satisfactory plus Advanced	91	100		93	
Advanced	0	13		20	
Number of students tested	22	15		15	
4. Special Education Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Satisfactory plus Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Satisfactory plus Advanced	93	98	98	100	95
Advanced	40	25	35	62	44
Number of students tested	70	56	72	68	59
NOTES:					

110K6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory/Advanced	83	78	94	93	92
Advanced	50	47	46	45	36
Number of students tested	210	210	210	202	194
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	1	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Satisfactory/Advanced	79	80	89	91	89
Advanced	37	37	56	30	24
Number of students tested	121	117	103	99	86
2. African American Students					
Satisfactory/Advanced	75	75	94	93	90
Advanced	29	35	26	26	21
Number of students tested	70	96	103	103	98
3. Hispanic or Latino Students					
Satisfactory/Advanced	89	100	100	100	97
Advanced	47	32	42	45	39
Number of students tested	25	28	13	14	10
4. Special Education Students					
Satisfactory/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Satisfactory/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Satisfactory/Advanced	91	91	97	98	97
Advanced	67	60	52	56	56
Number of students tested	67	70	71	69	68
NOTES:					

110K6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory/Advanced	86	84	96	95	94
Advanced	23	20	21	26	28
Number of students tested	209	211	210	208	194
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	3	1	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Satisfactory/Advanced	83	92	95	93	96
Advanced	13	13	13	15	16
Number of students tested	120	110	103	101	85
2. African American Students					
Satisfactory/Advanced	79	87	95	92	96
Advanced	10	9	12	14	16
Number of students tested	94	96	101	103	97
3. Hispanic or Latino Students					
Satisfactory/Advanced	94	98	100	90	97
Advanced	9	14	17	20	45
Number of students tested	25	21	16	14	10
4. Special Education Students					
Satisfactory/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Satisfactory/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Satisfactory/Advanced	92	98	98	87	98
Advanced	41	34	34	48	46
Number of students tested	67	71	71	69	68
NOTES:					

110K6