

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Dr. Dan O'Reilly

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

Official School Name Carver Middle School

(As it should appear in the official records)

School Mailing Address 3325 West Battlefield Street

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

Springfield

Missouri

65807-3872

City

State

Zip Code+4(9 digits total)

County Greene

State School Code Number* 0391413000

Telephone (417) 523-6800

Fax (417) 523-6895

Web site/URL http://sps.k12.mo.us/carver

E-mail ssmith310@spsmail.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Norman Ridder

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

District Name Springfield RXII

Tel. (417) 523-0000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Kris Callen

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 36 Elementary schools
 _____ 9 Middle schools
 _____ 0 Junior High Schools
 _____ 5 High schools
 _____ 3 Other
 _____ 53 TOTAL
2. District Per Pupil Expenditure: _____ 7683
 Average State Per Pupil Expenditure: _____ 8687

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 [X] Urban or large central city
 [] Suburban school with characteristics typical of an urban are
 [] Suburban
 [] Small city or town in a rural are
 [] Rural
4. _____ 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	105	130	235
K			0	8	102	111	213
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	105	131	236				
TOTAL STUDENTS IN THE APPLYING SCHOOL							684

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 3 | % Hispanic or Latino |
| 89 | % White |

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 22 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	75
(2)	Number of students who transferred from the school after October 1 until the end of the year	79
(3)	Total of all transferred students [sum of rows (1) and (2)]	154
(4)	Total number of students in the school as of October 1	709
(5)	Total transferred students in row (3) divided by total students in row (4)	0.22
(6)	Amount in row (5) multiplied by 100	22

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

Number of languages represented 2

Specify languages: Spanish and Bulgarian.

9. Students eligible for free/reduced-priced meals 35 %

Total number students who qualify: 239

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: $\frac{9}{62}$ % Total Number of Students Serve

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

1	Autism	1	Orthopedic Impairment
0	Deafness	19	Other Health Impairment
0	Deaf-Blindnes	22	Specific Learning Disabilit
3	Emotional Disturbanc	4	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
5	Mental Retardation	0	Visual Impairment Including Blindness
6	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	2	
Classroom teachers	35	2
Special resource teachers/specialist	6	1
Paraprofessionals	3	
Support Staff	3	
Total number	49	3

12. Average school student-classroom teacher ratio, that is, the number of $\frac{20}{1}$: 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	98 %	98 %	97 %	98 %	%
Teacher turnover rate	21 %	13 %	16 %	9 %	%
Student drop out rate (middle/hig	%	%	%	%	%
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The 21% teacher turnover rate in 2006-2007 was due to a Reduction in Force due to a slightly smaller student population.

PART III - SUMMARY

Driving west on Battlefield Road in Springfield, Missouri, you can't see Carver Middle School from the road; however, you only have to see Carver's Blue and Gold sign on the corner to know that you have arrived at the greatest middle school in the state! Stepping through our doors, you become a part of the Carver learning community and experience the high expectations that have produced golden results. Each day, we invite around 700 Cougars to bring their hopes and dreams to our school in order to be challenged to their highest potential. In 1994, the site that is now Carver was only a cow pasture. In fourteen short years, Carver has become a middle school community that affects the lives of the students forever. The popular Facebook website currently posts a student generated community group entitled 'Carver Middle School Made Me the Fine Individual I am Today' which includes postings from hundreds of Carver students and alumni. Many people have positive thoughts about Carver. Joe, a college student, said that Carver was the only part of his educational memories where he felt that he was truly part of the school. Donna, a high school student, feels like Carver was a family that cared about her as a person. Mary, the mother of a former special education student, says that her son will go on to attain gainful employment against all odds due to the social skills, encouragement, and instruction he gained while at Carver.

Expectations are what Carver Middle School is all about. These high expectations drive the school's mission statement 'to create a learning environment that results in academic and social excellence.' Carver's changing demographic data reflects new educational challenges, with its population of students receiving free-reduced lunch more than doubling since 1998 to the current level of 35%. Despite these challenges, Carver Middle School has met Adequate Yearly Progress (AYP) each year in all areas of assessment and was recognized by D.E.S.E. as a 'Most Improved School in Missouri' in 2003. From 2002 to 2006, Carver was recognized yearly as an Accomplished or an Outstanding school by the Springfield district's accountability program. Additionally, in 2006, Carver was recognized by the state of Missouri as being a top ten performing school in seventh grade Communication Arts. In 2007, the special education subgroup ranked ninth among 200+ schools in the state for Communication Arts MAP scores.

In addition to academics, Carver has high expectations and achievement in extra-curricular activities. Carver football teams have won nine city championships in its fourteen-year history. In girls' and boys' basketball, fourteen city championships have been earned. Eighteen track championships, four volleyball championships, and three soccer championships have also been achieved. Carver's music programs, as well as many individuals and small group ensembles, consistently earn '1' ratings at music competitions.

Carver has been fortunate in having a very stable staff. One of the current staff members is even a former Carver student. Together, the administration, faculty, and staff work to provide a safe, positive, and caring learning environment. Continual emphasis on common commitments and related activities that are focused upon character education is a part of Carver's educational program that helps to sustain the school's focus on academic and social excellence.

Carver students know that our blue and gold colors stand for great expectations that continue to bring golden results. The expectation for students to achieve and be involved in their education stays with them throughout high school and into their future. Our school was named for the great Missouri scientist and inventor George Washington Carver who said, 'Education is the key to unlock the golden door of freedom.'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The Missouri Assessment Program (MAP) is designed to reflect the intention of legislative reforms and what educators believe to be best practices in assessment and grade level instruction. The MAP measures proficiency in mathematics and communication arts at a statewide level using multiple choice, constructed response, and performance events in order to comply with the NCLB provisions. The state performance levels are divided into four areas: Below Basic, Basic, Proficient, and Advanced. Reading scores are measured and provided through the selection of particular test questions within the communication arts MAP. Carver Middle School's Adequate Yearly Progress (AYP) is determined by the percentage of students that have attained Proficient or Advanced status. All students are measured using the MAP; however at Carver, we have a population of functional level special education students who, due to their IEPs, participate in a functional skills curriculum. Because of this, these students are assessed using the MAP-A, an alternate portfolio measure. In this portfolio, students are assessed according to their ability to meet individualized performance expectations on state designated Alternative Performance Indicators. The performance levels on the MAP-A are the same as the MAP: Below Basic, Basic, Proficient, and Advanced.

From 2002 through 2006, Carver was recognized as an Accomplished or Outstanding school by the Springfield district. Additionally, in 2006, Carver was recognized by the state of Missouri as being a top ten performing school in seventh grade communication arts. In 2007, Carver's special education subgroup ranked ninth in the state in communication arts. Additional disaggregated information can be found at the Missouri Department of Elementary and Secondary Education website: www.dese.mo.gov/schooldata.

Adequate Yearly Progress has been made every year in every area measured. Carver Middle School has had three statistically identifiable subgroups in recent testing years: Special Education (IEP), Free/Reduced Lunch, and Black. During the last five years of testing, special education has consistently met the goals of the state. Even though Carver's Free/Reduced student numbers have more than doubled in the last nine years from 15% to a current level of 35%, this subgroup has met the state AYP goals each year. The Black subgroup made AYP each year it was a category. This reflects a commitment to modifying Carver's instructional style in order to meet

Carver students have consistently scored above the state required achievement levels for each test. For the 2007 test year, at least 42.9% of a school's population (as determined by A.Y.P. targets) was required to score in the Proficient and Advanced categories for communication arts and 35.8% for mathematics. The last two years (2006 and 2007 respectively), sixth grade math students scored at 63 and 64% in the proficient and advanced categories. Sixth grade communication arts students scored 65 and 57% proficient and advanced. Seventh grade math students, for the past two years, have scored at 64 and 60% proficient and advanced. Seventh grade communication arts students scored at 72 and 68% proficient and advanced. Eighth grade math students have scored at 63% for both 2006 and 2007, while the communication arts students also scored at 63% for both years at proficient and advanced levels. These scores are extremely competitive in the state of Missouri, placing Carver in the top 10% of schools meeting Adequate Yearly Progress.

2. Using Assessment Results:

Teachers, students, and parents are provided with assessment data throughout the school year to understand and improve student performance. In the spring, students take the Missouri Assessment Program (MAP) tests in all grades for communications arts and mathematics. The results are reported to the schools in the fall when staff members perform a data analysis of the scores, including an item analysis, which identifies areas of strengths and weaknesses. Carver faculty then adjusts the curriculum to meet student, grade level, and school-wide needs. Teachers also analyze individual student results, which affects curricular planning and differentiation of instruction. Teachers and counselors share all assessment data with individual students.

In addition to the state assessments, the Scholastic Reading Inventory and STAR Math assessments are given to measure students' current levels of performance and improvements over past years. Carver uses this information, along with MAP scores, for student placement in the Extended Learning program. Reading and math diagnostic reports from these programs are provided to better assist teachers in differentiating instruction for addressing individual student needs.

The Explore (ACT) assessment is given in the fall to eighth graders. Counselors and teachers use this information to assist with high school course placement and to help students identify strengths and weaknesses relative to their future career pathways. As with the MAP, Explore results are shared with parents. Guidance counselors meet with each individual student.

While the MAP and Explore tests provide comparative data on a state-wide and national level, Carver and the Springfield RXII district have employed grade level benchmark testing each semester in mathematics and communication arts to provide another lens for assessing student proficiency.

Special Education assessment results are used to design specialized instruction and specific accommodations and modifications for students within the regular classroom based on a student's identified strengths and weaknesses.

Professional development is planned according to assessment results. Carver utilizes site professional development and the Whole Faculty Study Group model to allow staff members to work in groups to research, examine data, look at student work, and plan a variety of ways to improve student achievement.

3. Communicating Assessment Results:

General assessment data for the entire school is discussed at every parent or student gathering. There is not an assembly, parent meeting, or orientation that the importance of the attendance rate, meeting Adequate Yearly Progress goals, MAP scores and benchmark results are not mentioned. Information is also communicated through Carver's school website, weekly team newsletters and e-mails to parents, the school newspaper, community newspaper and through principal presentations to the PTSA and site council. In addition, Carver reviews data trends with feeder elementary schools during vertical alignment meetings and has met with faculty from sister Springfield middle schools in departmental work sessions. Carver has also posted banners for the students and community to see at the entrance to the school and in the hallways that express Cougar pride in being named an Outstanding or Accomplished school for five years and for being recognized as being a top ten Missouri school in seventh grade communication arts MAP scores in 2006.

Specific student scores for the district Benchmark tests, Scholastic Reading Inventory and STAR math scores are reviewed and shared by the teachers with each student, along with being discussed at district-wide departmental meetings as well as internally. The assessment data for the MAP and the Explore tests are mailed home and shared and analyzed with the individual student by the counselor. Student strengths and weaknesses are examined and suggestions made as to how to remedy any lower scores. Explore data is used by the parent, student, and counselor to develop the eighth grade student's four year plan for high school and to determine a career pathway. Teachers and counselors also review related data (MAP, Explore, SRI, STAR, current classroom grade performance) with students and parents when making recommendations for honors classes in high school scheduling.

4. Sharing Success:

Carver shares successes with other schools at Springfield District Leadership meetings, with middle school principal job alike meetings, and in the assistant principal cadre' meetings. Principal Dan O'Reilly routinely shares strategies, structures and processes at principal and leadership meetings and development sessions where the administrators of the district participate in Whole Faculty Study Groups. The Springfield Middle School Administrators Association meets and shares success stories. Each school has an Instructional Support Specialist who goes to other schools and shares what is working at his or her school. The Instructional Support Specialist, a key professional development position for the district, provides both service and support for improving instruction and learning, but also acts as a conduit between schools. There are also regular press releases that go to all the Springfield schools. Many phone calls and emails are made between building leaders, asking for suggestions on improving assessment results and making AYP. Communication is very open between Springfield School educators, and there is a sense of collegiality between building educators. Because of this cooperative spirit and fidelity to excellence, Carver is a model site for other schools, as well as university students, to come and observe our exemplary instructional practices.

Carver has served as a host school to visiting teachers and administrative groups. In the spring of 2006, Carver served as a training location for Dr. Valentine's IPI (Instructional Practice Inventory). Participants represented numerous districts outside Springfield and shared learning processes related to student engagement and effectively communicated engagement ratings.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The mathematics department emphasizes a curriculum for all students to develop abilities to explore, collect information, reason logically, communicate effectively, solve problems, and use technology appropriately. From sixth grade math, which is based on problem-solving strategies, through seventh grade, which emphasizes relationships of arithmetic operations, through eighth grade math's exploring of algebraic concepts, and algebra which studies number relationships, Carver addresses reading, writing, and thinking in a variety of ways in all math courses.

Carver's social studies program allows students to learn significant concepts and principles and prepare for life in a diverse, democratic society. Students are actively involved in conducting research and in communicating with others. From sixth grade, which focuses on the historical and geographical study of the Eastern Hemisphere, through seventh grade, which focuses on Western Europe and the early settlement of the Americas up to 1750, through the eighth grade, where the focus is American History from 1750 - 1900, the social studies program at Carver prepares our students to be responsible, effective citizens. Current events, through the national Channel One daily broadcast, are an integral part of the social studies curriculum at all grade levels.

The science program allows students to become immersed in the process of scientific investigation and systematic analysis while examining essential concepts. Students have many opportunities to approach problems in an experimental, hands-on manner, while being encouraged to examine data, analyze results and present conclusions. In grades 6-8, students are afforded the opportunity to explore the fields of physics, biology and chemistry through in-depth scientific study.

The communication arts program provides a framework for the integration of writing, reading, speaking, and listening; thus preparing students to be excellent communicators. Literature serves as a springboard for integrated instruction through writing workshops, reading workshops, and grammar skills.

The art program focuses on the four components of art education: production, criticism, aesthetics, and history. Sixth, seventh and eighth graders are provided an introduction to a sequential, cumulative program of art concepts and skills with a continuing emphasis on production utilizing creative problem solving and critical thinking to complete projects that are designed to develop self-awareness, self-motivation, self-expression, and strong self-esteem.

The physical education program provides students with various activities of which skill building and health concepts are shared components. Students gain knowledge and skills that contribute to personal wellness, fitness, and a positive self-concept. The health program is a sequential, age-appropriate curriculum with major instructional goals for: disease prevention and control, family life and sex education, mental health and environmental/community health, and consumer health that will encourage students to engage in healthy, active living.

Foreign language classes equip students linguistically and culturally to communicate and function in a multicultural society. As a foundation for other foreign language courses, French and Spanish I emphasize oral and written skills, as well as serve as an introduction to the structure of language.

Carver's well-rounded music program includes choir, jazz band, band, and orchestra. Focus is on the main strands of history, criticism and analysis, aesthetics, and performance. Many student-directed activities are designed to enhance the strands and major instructional goals. An integral part of the music program provides performance and competitive opportunities for students.

The technology curriculum is an essential part of our mission. Every student is required to participate in industrial arts and family and consumer science classes in order to better prepare them for the real world. The curriculum is delivered in a modular, computer-based format that is student directed, along with traditional hands-on and construction methods.

Carver is the site for two district level special education programs. Carver's classroom for students with significant mental challenges focuses on functional life-skill instruction, while the Severe Multiple Disability classrooms address basic needs related to communication and survival. Carver has also implemented curriculum mapping throughout the building.

2b. (Secondary Schools) English:

The Carver Middle School Communication Arts curriculum includes a systematic plan structured around the development of communication skills that include listening, speaking, reading, and writing. Oral and written language are integrated through experiences in literature which serve as a springboard for integrated instruction through workshops in writing, language, and related skills. Students develop skills necessary to become self-directed, lifelong learners as they see the connectedness of reading, writing, listening, and responding in communication arts as well as the relevancy to all disciplines. Every student at Carver begins the day with sustained, silent reading because of the belief that reading provides an essential skill across the curriculum. Carver utilizes the middle school model by having all sixth and seventh grade students participate in a reading class that focuses on developing skills in comprehension, vocabulary development, spelling, speed, retention, and identifying literary elements of a reading passage, especially as these skills apply to assessment. Every sixth and seventh grade student is annually tested with the Scholastic Reading Inventory. Students who read below grade level are identified and given many types of assistance: before and after school individual work, working with high school A+ tutors during the school day, Essential Skills classes, and Extended Learning small group sessions. Over the past five years, Carver has emphasized smaller class sizes within the Academic Recovery (at-risk) classroom, which largely focused upon communication arts learning objectives. Students who have not made improvement in their reading through their eighth grade year as measured by the Explore test (ACT) are then directed to a remedial reading class for their ninth grade selection of studies. Carver also has a Pyramid of Interventions that is designed to prevent students from failure, along with a teacher support team that meets monthly to decide on specific ways to assist identified at-risk students.

3. Additional Curriculum Area:

The Carver science program is committed to developing scientifically literate persons by having topics relate to students' lives through the examination of current scientific and technological issues that have societal relevance. Guided by the school mission of promoting academic and social excellence, students have many opportunities to approach problems in a direct, hands-on manner.

In the academic realm, students are encouraged to become scientifically literate through an investigative approach that is designed to promote a person's ability to learn, reason, think creatively, make decisions, and solve problems interdependently. Additionally, independent research skills are developed through the use of various technologies such as virtual labs, internet based laptop labs, SMART board technology, and visual presentations. Students are required to read and comprehend new vocabulary, analyze data, and apply the results by writing summaries of findings in a constructed response format. Student investigations are accompanied by systematic learning and scientific concepts presented through various modes of instruction.

In the social realm, students in Carver's science classes are introduced to appropriate group interactions through kinesthetic group activities, cooperative learning experiences, labs, and oral presentations. Through the implementation of the class-within-a-class model, which emphasizes cooperative teaching with the special education staff, all students at Carver have access to the regular science curriculum, regardless of disability. The inclusion of special education students with their peers in the science setting affords them the opportunity to develop appropriate academic and social skills. This integration also allows every student to foster the development of social tolerance and empathy across all settings.

4. Instructional Methods:

Carver teachers integrate the latest instructional methods in a variety of ways. Many of the teachers have been certified in the Kagan Cooperative Learning classroom strategy, which has shown excellent results with the middle school age child, along with the at-risk population that is continuing to grow rapidly at Carver.

Adding technology-related instructional methods has been a driving force to provide a high percentage of core teachers with a SMART board. In today's digital society, research has shown that visual learning styles have become more predominant among our students. The SMART board allows teachers to bring in various aspects of their particular content from all over the world. When our eighth grade students learn about the plantation life during the Civil War, the teacher provides supplemental visual information in order to appeal to different learning styles. The seventh grade language arts teachers utilize a web quest on the

Renaissance. Sixth grade communication arts and social studies teachers implement a student-directed unit where students research the Seven Wonders of the World in one class and write about it in the other.

The Library Media Center is an integral part of a variety of instructional activities, providing a variety of resources to teachers. Carver teachers recognize that each student may learn in a different manner; therefore, the teachers use the 90 minutes of their instructional time to give different types of instruction throughout, appealing to the various learning styles of each student. Teachers have received training in differentiated instruction. Carver also utilizes the special education class-within-a-class model.

Carver faculty continues to apply methods to increase students' engagement levels beyond the levels of knowledge and comprehension. The importance of reinforcing student effort through effective feedback and reflective exercises is a classroom practice that has received much Carver time through professional development activities and through school improvement plans.

5. Professional Development:

The Carver team of teachers is committed to professional development with more than half of the staff holding advanced degrees. The professional development at Carver is planned with teacher input. There have been many hours spent to optimize best practices for the district and state assessments. The Instructional Specialist for School Improvement helps to guide the staff during the over one hundred hours of contact time per year and helps to plan the professional development from teacher surveys and discussions.

Recent professional development has centered on addressing the needs of the growing free and reduced lunch population that has more than doubled over the last seven years, causing a dramatic climate change in the building. In response to this need, differentiated instruction techniques, Marzano's Best Practices, Levine's A Mind at a Time, Fay's Love and Logic, and Ruby Payne's Framework for Understanding Poverty have all been examined and related practices implemented. A crisis prevention intervention (CPI) mini-course was brought to Carver at teacher request to address the orderly climate effective schools correlate.

The Whole Faculty Study Group is an essential component that Carver utilizes for professional development. Cadres of teachers form and decide upon an essential question to guide research and practice. Investigation centers on best practices, various instructional methodologies, and assessing student work samples. The Whole Faculty Study Groups convene monthly to share and review their findings. Curriculum mapping has been an important part of Carver professional development. Many hours have been devoted to teachers working together to better align the curriculum and to address grade level expectations across the grades. This is an invaluable tool for teachers to understand what is being taught at what point in a student's education.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test Missouri Assessment Program

Edition/Publication Year 2007 Publisher CTB/McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	57	65			
% "Exceeding" State Standards					
Advanced	17	14			
Number of students tested	229	225			
Percent of total students tested	99	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. I.E.P.					
% "Meeting" plus % "Exceeding" State Standard					
proficient and Advanced	44	33			
% "Exceeding" State Standards					
Proficient	9	6			
Number of students tested	32	18			
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	41	47			
% "Exceeding" State Standards					
Advanced	10	10			
Number of students tested	78	79			
3. Black (not Hispanic)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	33	53			
% "Exceeding" State Standards					
Proficient	0	0			
Number of students tested	15	15			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	68	72	48	48	50
% "Exceeding" State Standards					
Advanced	21	30	5	4	3
Number of students tested	220	252	274	255	219
Percent of total students tested	100	99	97	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. I.E.P.					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	27	27	17	8	23
% "Exceeding" State Standards					
Advanced	20	0	0	0	0
Number of students tested	15	26	23	26	30
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	56	56	35	34	40
% "Exceeding" State Standards					
Advanced	17	19	2	5	0
Number of students tested	78	80	84	64	58
3. Black (not Hispanic)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	54	42	6	27	
% "Exceeding" State Standards					
Advanced	8	17	0	9	
Number of students tested	13	12	18	11	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	63	63			
% "Exceeding" State Standards					
Advanced	32	28			
Number of students tested	249	272			
Percent of total students tested	99	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. I.E.P.					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	32	29			
% "Exceeding" State Standards					
Advanced	5	7			
Number of students tested	22	31			
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	47	42			
% "Exceeding" State Standards					
Advanced	19	13			
Number of students tested	83	86			
3. Black (not Hispanic)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	42	24			
% "Exceeding" State Standards					
Advanced	21	6			
Number of students tested	14	17			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	64	63			
% "Exceeding" State Standards					
Advanced	18	17			
Number of students tested	231	224			
Percent of total students tested	100	99			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. I.E.P.					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	32	35			
% "Exceeding" State Standards					
Proficient	12	0			
Number of students tested	34	17			
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	50	44			
% "Exceeding" State Standards					
Advanced	11	8			
Number of students tested	80	79			
3. Black (not Hispanic)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	27	40			
% "Exceeding" State Standards					
Advanced	13	0			
Number of students tested	15	15			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	60	64			
% "Exceeding" State Standards					
Advanced	11	17			
Number of students tested	220	254			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. I.E.P.					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	27	22			
% "Exceeding" State Standards					
Advanced	20	4			
Number of students tested	15	27			
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	44	46			
% "Exceeding" State Standards					
Advanced	8	9			
Number of students tested	78	81			
3. Black (not Hispanic)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	38	17			
% "Exceeding" State Standards					
Advanced	8	8			
Number of students tested	13	12			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	63	63	27	29	30
% "Exceeding" State Standards					
Advanced	28	30	4	5	5
Number of students tested	251	270	258	222	227
Percent of total students tested	100	99	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. I.E.P.					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	25	39	18	7	5
% "Exceeding" State Standards					
Advanced	4	13	0	0	5
Number of students tested	24	31	17	30	22
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	45	44	20	14	23
% "Exceeding" State Standards					
Advanced	19	20	5	1	4
Number of students tested	83	85	65	72	53
3. Black (not Hispanic)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	29	25	7		
% "Exceeding" State Standards					
Advanced	7	6	0		
Number of students tested	14	16	14		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	63	63	27	29	30
% "Exceeding" State Standards					
Advanced	28	30	4	5	5
Number of students tested	251	270	258	222	227
Percent of total students tested	100	99	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
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Proficient and Advanced	25	39	18	7	5
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Number of students tested	24	31	17	30	22
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Proficient and Advanced	45	44	20	14	23
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Number of students tested	83	85	65	72	53
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% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					