

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 none Jane M Everly PhD

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

Official School Name Davis Magnet School

(As it should appear in the official records)

School Mailing Address 750 N. Congress Street

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

Jackson

Mississippi

39202-3008

City

State

Zip Code+4(9 digits total)

County Hinds

State School Code Number* 2520004

Telephone (607) 960-5333

Fax (601) 592-2494

Web site/URL www.jackson.k12.ms.us/school_sites/ E-mail jeverly@jackson.k12.ms.us

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. Earl Watkinsnone

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

District Name Jackson Public School District

Tel. (601) 960-8700

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 Mr. Delmer Stamps

(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: _____ 38 Elementary schools
 _____ 10 Middle schools
 _____ 0 Junior High Schools
 _____ 9 High schools
 _____ 2 Other
 _____ 59 TOTAL
2. District Per Pupil Expenditure: _____ 8910
 Average State Per Pupil Expenditure: _____ 8298

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. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 3 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	0	0	7	0	0	0
K	23	26	49	8	0	0	0
1	21	25	46	9	0	0	0
2	23	25	48	10	0	0	0
3	19	25	44	11	0	0	0
4	21	18	39	12	0	0	0
5	18	22	40	Other	0		0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							266

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
100 % Black or African American
 _____ % Hispanic or Latino
 _____ % 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 5 %

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	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	272
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

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

Number of languages represented 1

Specify languages: English

9. Students eligible for free/reduced-priced meals 72 %

Total number students who qualify: 195

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: $\frac{4}{10}$ % 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.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>2</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>10</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		

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>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialist	<u>6</u>	<u>2</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support Staff	<u>6</u>	<u>0</u>
Total number	<u>33</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 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	99 %	98 %	98 %	98 %	96 %
Daily teacher attendance	97 %	96 %	95 %	96 %	96 %
Teacher turnover rate	21 %	21 %	21 %	28 %	5 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

In that Davis has only 19 certified staff members, a 21% turnover rate translates to four teachers per year. This turnover has been largely due to family, health, and financial reasons and, given the IB status of the school, does not impact recruitment of quality teachers.

PART III - SUMMARY

Davis Magnet, a school with a recognized history of progressive education, is dedicated to providing all students with a strong foundation for lifelong learning as well as the ability and desire to make a positive contribution to the shared humanity of our world.

All students, parents, community members, and faculty work together to provide inquiry-based, transdisciplinary instructional experiences that bring our complex and challenging world to life in the classroom.

Such a focus promotes the overall academic, career, personal, and social development of learners who thereby become productive and compassionate global citizens.

Snapshot:

Davis Magnet is an International Baccalaureate (IB) World School officially authorized to offer the Primary Years Programme (PYP). The IB PYP is part of the Pre-K through 12 continuum of international education offered by the IB headquartered in Geneva, Switzerland. The inquiry-based, transdisciplinary PYP was established in 1997 for students aged 3-12 and designed to achieve a balance between the search for meaning and understanding and the acquisition of essential skills and knowledge. Currently, 2,188 schools in 125 countries have completed the multi-year implementation process required for PYP authorization. One hundred twenty-nine of these schools are in the United States. Only two are in Mississippi and Davis was the first to receive this designation.

Schools applying to become an IB World School must implement the standards of the PYP including a written, taught, and learned curricula composed of six units of inquiry developed by each grade level at the school as well as five essential elements (transdisciplinary themes, concepts, transdisciplinary skills, attitudes, and Learner Profile). Prior to receiving authorization, schools must submit an application with documentation that demonstrates progress made towards achieving program standards and undergo a rigorous site visit to determine whether sufficient progress has been made. Although it would seem to be the ultimate endpoint, becoming an authorized school is just one step along the journey of offering best practice international education. The IB requires ongoing evaluation visits to make sure each of its authorized schools is continuing to make progress in the overall development of lifelong learners who will become productive and compassionate global citizens.

Davis Magnet was started over 20 years ago with the intent of providing a school setting in which flexible, multi-age teaching and classrooms were emphasized. When this trend in education lost its supporters, Davis sought to redefine the focus of its magnet status. It began implementation of the IB PYP in August 2001, made application in September 2003, was site-visited in October 2004, and became designated as an authorized World School in March 2005. Its first evaluation visit is scheduled for October 2008. Since the 2001-02 school year, Davis has moved from a State of Mississippi Level 3 - Successful to a Level 5 - Superior.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Mississippi measures student achievement in public schools through its grade level testing program. Elementary schools have been assessed in grades 2-5 using the Mississippi Curriculum Test (MCT), a criterion-referenced test that measures mastery of the skills and content outlined by the Mississippi Curriculum Frameworks.

The state assigns performance level classifications (levels 1-5) to each school based on two criteria: (1) meeting an annual growth expectation in student achievement and, (2) the percent of students achieving at grade level. Level 1 schools are considered low performing. Level 2 schools are considered under-performing. Level 3 schools are considered successful. Level 4 schools are considered exemplary. Level 5 schools are considered superior-performing.

Since the 01-02 school year, Davis has moved from a level 3'successful to a level 4'exemplary, and finally to a level 5'superior-performing. This growth was based on increases in the percent of students scoring at or above proficiency on the state tests. For example, the percent of fourth graders scoring proficient or above in language arts grew from 65 in 2005 to 96 in 2006. The percent of third graders scoring proficient or above in reading grew from 80 in 2005 to 94 in 2006 to 96 in 2007. The percent of fifth graders scoring proficient or above in math grew from 78 in 2006 to 95 in 2007.

Students' MCT results are reported by their level of mastery of the skills and content outlined by the Mississippi Curriculum Frameworks in reading, language arts, and math. The four proficiency levels for the MCT are Advanced, Proficient, Basic, and Minimal. The goal is for all students to perform at the Proficient level or above. Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success at the next grade. Students at the Basic level demonstrate partial mastery of the knowledge and skills required for success at the next grade. Remediation is necessary for these students. Students at the Minimal level are below basic and do not demonstrate mastery of the knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the tested grade. More information about the MCT, its scoring, and its proficiency levels may be found at <http://www.mde.k12.ms.us/acad/OSA/gltip.html>

Test data for all schools may be found through the Mississippi Assessment and Accountability Reporting System located at <http://orsap.mde.k12.ms.us:8080/MAARS/indexProcessor.jsp>.

2. Using Assessment Results:

The school leadership team and teachers review all state assessment results as well as common weekly assessments, 9-weeks district assessments, IB summative assessments, and other data through the lens of Holistic Accountability to determine individual student mastery of skills and content, teacher performance, and school performance. This data inquiry process includes:

- Identifying specific instructional strategies to remediate and advance students,
- Tracking progress through lesson plans, observations, and walk-throughs,
- Identifying strengths and weaknesses and assessing the instructional capacity of staff,
- Making referrals to the teacher support team when needed.

The teacher support team utilizes a three-tier process to meet the needs of all students using a response to intervention model. At the beginning of the school year, the team reviews both grade level pre-assessment and MCT (where applicable) data to pinpoint potential problematic areas rather than waiting for students to demonstrate non-mastery. Throughout the school year, the team continues to look closely at all data to identify students who are not responding to quality, differentiated instruction. Specific interventions are designed and implemented for these students, based on their particular deficits. Their progress is monitored closely (weekly or bi-monthly, depending on the level of intervention). Additionally, the team reviews all data every six to eight weeks to determine whether the achievement gap between the struggling students and their peers is closing and to revise interventions as needed.

3. Communicating Assessment Results:

Davis communicates regularly with stakeholders regarding student progress. The site council (composed

of representatives from the community, parent groups, and staff members) reviews assessment data during its monthly meetings, and this same data is shared with all parents in monthly PTA meetings. Individual teachers share data with their classes weekly and hold celebrations as warranted. Teachers send home common weekly assessments, monthly progress reports, end-of term exam scores, quarterly literacy reports, quarterly report cards, and IB appraisals three times per year for parents to review. These data are also shared with parents during scheduled parent/teacher conferences, student-led conferences, and IB parent workshops. This past fall the entire school community (students, parents, staff, and school adopters) held a celebration to honor the students' performance on the MCT and the resulting level 5 status. The principal addressed the results in a newsletter sent home to all parents. Additionally, these state assessment results were reported in the Clarion Ledger (the state's premier newspaper) and included on the school district's web page, the school district's report card, and the school's report card to the community, which was sent home with all students in the first term report card.

4. Sharing Success:

The school has in the past and will continue to share successes with schools and organizations both in and outside the school district through visits from:

- Schools seeking authorization as an IB World School,
- Teachers seeking additional strategies to use with students,
- Principals participating in informal walk-throughs, and
- IB staff members evaluating PYP implementation.

Successes are shared within the District at District feeder pattern meetings, literacy coaches meetings, and principal meetings. They are also shared with the community at Parents for Public Schools monthly meetings and presentations at PTA meetings. In addition, three faculty members have been trained as IB consultants for schools implementing the PYP and one faculty member is a trained IB PYP workshop leader who is often invited by the IB North America organization to lead workshops throughout the U.S. and Canada.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The IB PYP is an inquiry-based, transdisciplinary model that requires each school to develop its own Program of Inquiry (POI) based on specific criteria. Davis' POI is composed of six units of inquiry per grade level with each grade level team having designed a six-week unit related to each of the six transdisciplinary themes (descriptions quoted from Making the PYP happen: A curriculum framework for international primary education, IBO, January 2007, p. 11):

â€¢ Who we are â€¢ An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

â€¢ Where we are in place and time â€¢ An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

â€¢ How we express ourselves â€¢ An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on extend and enjoy our creativity; our appreciation of the aesthetic, including the visual and performing arts as modes of self expression. As part of the Ask 4 More Arts Collaborative, Davis teachers use visual and performing arts to teach core content. Strings orchestra instruction is available for grades 3-5.

â€¢ How the world works â€¢ An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

â€¢ How we organize ourselves â€¢ an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

â€¢ Sharing the planet â€¢ An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

These units are developmentally appropriate for the grade level at which they are taught. They are horizontally articulated within each grade level such that there is a balanced subject focus (language, math, science, social studies, personal/social education, physical education, and the arts) over the course of the year and that appropriate skill lessons (e.g., reading fluency and comprehension) utilize resources that address specific content knowledge. In addition, they are vertically articulated K-5 (36 units total) such that no topic is repeated and there is a logical development of knowledge that covers each aspect of each transdisciplinary theme. Each unit is developed around a central idea that is a true and significant statement of knowledge worldwide, and this central idea is then unpacked by inquiries and related key concepts/ questions that guide the focus of the unit.

Davis Magnet's grade 2 unit entitled 'Let's Rock' under the transdisciplinary theme of 'How the world works' illustrates significant and engaging content based on high standards. The central idea of this unit is: 'The Earth's crust changes and records the passage of time.' The inquiries are: 1) the characteristics of rocks and soil, 2) the rock cycle and its effects on the Earth's surface, and 3) information rocks provide about the history of life on our planet. The key concepts are form, causation, and change within the subject focus of science.

2a. (Elementary Schools) Reading:

In that the IB PYP as well as best practice educational research indicate that reading instruction must go beyond learning to read such that students become proficient in reading to learn, Davis Magnet's reading curriculum must be viewed as one component of a language curriculum that encompasses the transdisciplinary communication strands of reading, writing, and speaking, listening, and presenting. Davis' language policy addresses both philosophy and procedures:

-Language is a key factor in promoting the overall academic, career, personal, and social development of learners.

-All teachers are language teachers who work together to provide inquiry-based, transdisciplinary instruction.

-Language instruction takes place across the curriculum in all subject areas.

-State and District competencies and objectives are integrated into the PYP units of inquiry.

-Reading includes:

(1) Explicit differentiated instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(2) Unit-related, reading-leveled classroom library books that are utilized and grade-level basal text (Scott Foresman) reading stories that are adjusted to address unit-related content.

-Writing includes:

(1) Explicit differentiated instruction in the writing process ' content and mechanics.

(2) Explicit word wall instruction (sight words, vocabulary, and spelling patterns).

(3) Regular, reflective journal writing (K-1 three times/week, 2-5 daily).

(4) Weekly writing conference between student and teacher.

(5) Unit-related/anchor writing assignment (K-5 once/unit, 2-5 once/quarter).

(6) Explicit handwriting instruction (K-2 manuscript, 3-5 cursive)

-Speaking, Listening, and Presenting include:

(1) Standard English grammar as the expectation for all conversation and dialogue throughout the school community.

(2) Teachers who model and students held accountable for clear, correct, and audible speech.

(3) Activities in which these are embedded and developed in units of inquiry, classroom discussions, reflections, school presentations, etc.

3. **Additional Curriculum Area:**

In that the IB is concerned with the development of global citizens who are able to communicate with others around the world, one of the requirements to become an IB World School is foreign language instruction. Thus, given our mission here at Davis, instruction in Spanish was initiated in the 2002-03 school year. Students in grades K-1 receive instruction once per week for 45 minutes. Students in grades 2-3 receive instruction twice per week, one 30-minute session and one 45-minute session. Students in grades 4-5 receive instruction three times per week, two 30-minute sessions and one 45-minute session. Based on Primary Years Programme Learning Additional Languages in the Primary Years: A Review of the Research (IBO, 2002), Spanish classes in grades K-1 focus on culture and exposure with more direct language instruction beginning in grade 2. This allows for reading and writing skills to become relatively established in the students' first language (English) and for the necessary metacognitive skills to develop prior to the initiation of additional language learning. The goal for grade 5 students moving on to middle school is to set prerequisite foundations for the attainment of proficiency in communication by the end of secondary school.

Although learning an additional language is the focus of Davis' Spanish curriculum, it is certainly accomplished within the context of instruction related the school's Program of Inquiry. Many of the units of inquiry have a natural tie-in to both language learning and Spanish. For example, grade 2's unit entitled 'Watch Me Grow' has an inquiry focused on language acquisition in infancy. In addition, grade 4's unit entitled 'Are We There Yet?' includes a focus on Hispanic immigrants to the United States and the concerns of learning English as a second language. Therefore, to some extent, all teachers at Davis are not only language teachers but Spanish teachers as well!

4. **Instructional Methods:**

In the IB PYP and at Davis Magnet, planning, teaching, and assessment are interconnected processes and thus must be addressed simultaneously.

Planning ' What do we want to learn?

-Teachers plan collaboratively with grade-level colleagues and in bi-grade-level groups utilizing walk-through reviews to provide constructive feedback

-Unit planners and weekly lesson plans focus on integrating grade-level content and skills within the six transdisciplinary units of inquiry per grade level.

-Planning includes pre-assessment and is concerned with relevancy and addressing student questions.

-Planning begins with the end in mind and is concerned with utilizing valid, authentic assessments that inform the instructional process.

Teaching ' How best will we learn?

-Students are viewed as active creators of their own knowledge base.

-Teachers utilize structured, guided, and open inquiry-based approaches with a variety of grouping strategies to differentiate instruction.

-Teachers utilize a variety of resources including leveled readers, picture books, novels, videos, websites, field trips, and experts.

-Teaching addresses State/District content/skills within six in-depth units of inquiry per grade level each of which has an international focus.

-Teaching focuses on the total child as an individual and is concerned with developing a lifelong learner who functions effectively as a global citizen.

Assessment ' How will we know what we have learned?

-Teachers utilize a variety of assessment strategies (e.g., performance, process-focused, open-ended, selected response) and tools (e.g., rubric, checklist, continuum, exemplar) for pre-, formative, and summative assessment.

-Teachers utilize individual, peer, group, and student self-assessments.

-Teachers and students both utilize reflection journals to focus on development of metacognition.

-Standardized assessment data is used to inform instruction and determine the need for/success of intervention.

5. Professional Development:

'The PYP is more than a series of written documents. It is a way of thinking, an approach to teaching and learning, which for some teachers represents a paradigm shift. In order to accommodate this change people need time and support' (Making the PYP happen, IBO, September 2000, p. 99). Professional development for lifelong learning is an ongoing component of the IB PYP and Davis Magnet that is the individual mindset and the backbone of the school community.

-All new staff members attend six hour-long sessions of an IB Study Group provided on-site by the school's IB coordinator (an official IB trainer) and other experienced staff members (two of whom are official IB consultants) focused on introducing new staff to the components of the IB PYP model.

-All certified staff members travel out-of-state/country to attend an official IB PYP Level 1 Introductory Workshop.

-All certified staff members travel out-of-state/country to attend official IB PYP Level 2 Workshops focused on a variety of topics such as assessment, inquiry, and internationalism.

-Selected certified staff members travel out-of-state/country to attend official IB PYP Level 3 Workshops focused on specific subject areas, e.g., Mathematics in the PYP, or in-depth topic areas, e.g., Early Childhood in the PYP.

-All staff members attend twice yearly professional development sessions provided on-site by an IB trainer or other specialized consultants focused on specific areas of need, e.g., planning and utilizing inquiry-based instructional methodology.

-All staff members attend weekly professional development sessions provided on-site by the school's IB coordinator or literacy coach focused on specific areas of need, e.g., integrating State and District standards into the units of inquiry and developing assessments that address content/skills at Depth of Knowledge Levels 3 and 4.

-IB Parent Workshops are offered two times a year and assist parents with understanding the philosophy and process of an IB education and with providing them with the tools and guidance needed to extend their child(ren)'s learning beyond the classroom.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 2 Test MCT

Edition/Publication Year 2001 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	91	81	85	79	72
% "Exceeding" State Standards	61	53	21	45	46
Number of students tested	44	43	41	47	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	91	81	85		
% "Exceeding" State Standards					
Number of students tested					
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	89	75	81		
% "Exceeding" State Standards					
Number of students tested	44	42	41	46	38
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	91	93	96	76	85
% "Exceeding" State Standards	41	37	24	11	33
Number of students tested	44	43	41	47	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	89	90	96		
% "Exceeding" State Standards					
Number of students tested					
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	91	93	95		
% "Exceeding" State Standards					
Number of students tested	44	42	41	46	38
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	91	95	79	85
% "Exceeding" State Standards	61	33	37	9	23
Number of students tested	44	43	41	47	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	85	92		
% "Exceeding" State Standards					
Number of students tested					
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	96	91	95		
% "Exceeding" State Standards					
Number of students tested	44	42	41	46	38
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	94	81	80	72
% "Exceeding" State Standards	44	9	17	17	14
Number of students tested	43	46	45	48	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	96	82	78	68
% "Exceeding" State Standards	39	7	18	13	17
Number of students tested	23	29	22	26	29
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	96	93	80	69	72
% "Exceeding" State Standards	43	7	17	4	14
Number of students tested	42	45	45	47	43
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	91	89	71	70
% "Exceeding" State Standards	65	37	33	23	21
Number of students tested	43	46	45	48	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	91	96	91	69	73
% "Exceeding" State Standards	61	41	36	12	28
Number of students tested	23	29	22	26	29
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	95	91	89	69	70
% "Exceeding" State Standards	64	36	33	22	21
Number of students tested	42	45	45	47	43
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	96	98	92	86
% "Exceeding" State Standards	67	41	37	25	35
Number of students tested	43	46	46	48	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	96	96	84	82
% "Exceeding" State Standards	65	35	41	19	41
Number of students tested	23	29	22	26	29
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	96	96	96	91	86
% "Exceeding" State Standards	67	40	37	24	35
Number of students tested	42	45	45	47	43
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	98	96	90	93
% "Exceeding" State Standards	52	30	17	15	21
Number of students tested	44	43	48	40	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	95	96	96	93
% "Exceeding" State Standards	48	20	13	4	26
Number of students tested	27	20	24	23	27
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	96	96	96	90	93
% "Exceeding" State Standards	52	30	13	15	21
Number of students tested	44	43	47	40	44
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	98	65	84	84
% "Exceeding" State Standards	45	37	21	25	23
Number of students tested	44	43	48	40	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	96	63	87	82
% "Exceeding" State Standards	41	30	17	22	30
Number of students tested	27	20	24	23	27
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	96	96	63	85	84
% "Exceeding" State Standards	46	37	20	25	23
Number of students tested	44	43	47	40	44
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	98	83	80	89
% "Exceeding" State Standards	68	53	31	23	37
Number of students tested	44	43	48	40	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	96	79	87	92
% "Exceeding" State Standards	68	45	25	22	44
Number of students tested	27	20	24	23	27
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	96	96	83	59	88
% "Exceeding" State Standards	68	54	30	23	36
Number of students tested	44	43	47	40	44
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	98	98	92
% "Exceeding" State Standards	35	28	20	22	29
Number of students tested	37	46	41	45	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	96	96	96	93
% "Exceeding" State Standards	41	19	17	21	30
Number of students tested	22	21	24	24	27
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	96	96	96	98	93
% "Exceeding" State Standards	35	27	20	22	30
Number of students tested	37	45	41	45	38
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	91	95	87	79
% "Exceeding" State Standards	22	35	24	7	11
Number of students tested	37	46	41	45	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	86	92	79	74
% "Exceeding" State Standards	23	24	21	8	11
Number of students tested	22	21	24	24	27
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	96	91	95	87	89
% "Exceeding" State Standards	22	33	24	7	11
Number of students tested	37	45	41	45	38
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	79	83	78	58
% "Exceeding" State Standards	57	24	22	22	13
Number of students tested	37	46	41	45	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	62	79	71	52
% "Exceeding" State Standards	59	14	21	25	11
Number of students tested	22	21	24	24	27
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	95	78	83	78	58
% "Exceeding" State Standards	57	22	22	22	13
Number of students tested	37	45	41	45	38
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					