U.S. Department of Education

2011 - Blue Ribbon Schools Program

A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐	☑	☐	☑
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Sarah Givens

Official School Name: Benjamin Banneker Achievement Center

School Mailing Address: 301 Parke Street
                            Gary, IN 46403-2178

County: Lake   State School Code Number: 4053

Telephone: (219) 776-4027   E-mail: sgivens@garycsc.k12.in.us
Fax: (219) 939-3962   Web URL: http://www.garycsc.k12.in.us/Banneker

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Myrtle Campbell   Superintendent e-mail: mvcampbell@garycsc.k12.in.us

District Name: Gary Community School Corporation   District Phone: (219) 886-6400

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Kenneth Stallings

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes 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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 11 Elementary schools
   (per district designation)   1 Middle/Junior high schools
                                            5 High schools
                                            0 K-12 schools
                                           17 Total schools in district

2. District per-pupil expenditure: 13800

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: 19

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	0	0	0
K	27	19	46		7	0	0	0
1	28	35	63		8	0	0	0
2	36	35	71		9	0	0	0
3	33	41	74		10	0	0	0
4	28	42	70		11	0	0	0
5	30	37	67		12	0	0	0
						Total in Applying School:		391

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
99 %	Black or African American
0 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
1 %	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: 26%

   This rate is 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, 2009 until the end of the school year.	68
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	100
(4)	Total number of students in the school as of October 1, 2009	389
(5)	Total transferred students in row (3) divided by total students in row (4).	0.26
(6)	Amount in row (5) multiplied by 100.	26

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: 0

   Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 58%

   Total number of students who qualify: 220

   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: 0%

    Total number of students served: 1

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

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

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)	1	0
Classroom teachers	17	0
Special resource teachers/specialists	1	0
Paraprofessionals	1	0
Support staff	8	0
Total number	28	0

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:   23:1

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	99%	99%	99%	98%	98%
Daily teacher attendance	99%	99%	99%	98%	98%
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

Like a beacon in a storm, Banneker shines in Gary, Indiana reflecting the best in education in the city. The Banneker community is comprised of individual homes, apartment complexes, and subsidized housing. The neighborhood is well maintained and draws strength from the support of the local churches and businesses, which help anchor the community. Students from all over the city attend. Seven buses transport the students to and from school. They come from all economic levels. They come to Banneker because they have a desire to learn. Banneker School motivates children to always do their best. This urban city school has several roadblocks to learning with rundown buildings in many areas and a community environment that once earned Gary the title of the murder capital of the world.

Despite all this, the rich history of Gary, Indiana reflects itself in the halls of Benjamin Banneker Elementary School. We continue to meet our historical role of educating all children. Our urban school community strives to maintain its earned reputation for excellence. We are committed to maintaining our viable position in the community. Pride in the cultural heritage of the community helps our students rise above the constraints of the environment and soar as high as their abilities will carry them. Banneker's K -5 elementary program has been classified by the State of Indiana as a "four star" school meeting AYP for 17 years and has been ranked in the top ten elementary schools in the State. Along with our students' academic achievements, we strive to involve in other extracurricular activities that strengthen their minds and bodies. Our students are involved in the President's Physical Fitness Program, Stock Market Exchange, Reading Events, Indiana Hoosier Spell Bowl, Basketball, Chess, Media and Science Fair, and The We the People Debate Team. Our principal has strived to model exceptional leadership and has been awarded the NABSE Principal of the Year Award, Quality of Life Council Sustainability Award, and numerous awards from the Indiana Department of Education.

Keeping with our mission, "We the staff, parents and community of the Banneker Achievement Center are committed to challenging our academically able student body to their highest potential. We hold high expectations that each student will have a successful transition to middle school and develop and/or maintain a positive self-image, a strong academic foundation, employability skills, and an awareness of professional career options. Each student will strive to be a productive, responsible, caring citizen in a diverse, global, and technological world through an accelerated and enriched differentiated curriculum for academically advanced students." We were ranked the #1 school in the state in the year 2005-2006 for attaining the highest ISTEP scores. During that year, we also became a Title I Targeted-Assistance school. Students were given after-school tutoring and enrichment through this program, and with the increase in the indigency rate, Banneker still was one of the top 10 elementary schools in Indiana based on ISTEP scores. During the 2007-2008 school year Banneker made the Four Star Status and in Fifth Grade the students scored 100% passing in both English and Language Arts while having an increase in the poverty level. (We are presently a School-Wide Title I School) Banneker is a safe and orderly school with 0% expulsions. Through dedication and hard work, Banneker is a vital thread in the fabric of our families and the education of our young leaders of tomorrow.

No somber, sterile instructional hallways greet visitors, instead Banneker is a kaleidoscope of color, from the splashes of the tall green plants to the vibrancy of the native costumes from principal Givens' world travels to the vivid original artwork displayed. Many of Banneker's awards can be viewed throughout the building along with portraits of the staff and students who make up the Banneker family. The entire Banneker family works very hard. A strong academic background is offered to all students with an emphasis on teaching them to be lifelong learners. As research shows, and Banneker has proven, when administrators, teachers and families communicate high expectations for students, academic achievement soars. We expect students to perform at advanced levels through integrated and in-depth units of study across the curriculum. Banneker deserves to join other Blue Ribbon schools because our school has the best school leadership and teaching practices that work. We fit the profile of a model to emulate. This honor would be a testament to the hard work and commitment of administration, principal, staff, parents, and students. Banneker is a shining example showing others that success, hard work and devotion, *despite poverty*, leads to higher standards of achievement. It has been a dream of ours to attain the Blue Ribbon School award and we will embrace this honor in high esteem if granted this award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program is used to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science, and Social Studies. Students are classified as either Pass, Pass+, or Did Not Pass. More information can be found on Indiana Department of Education website: www.doe.in.gov/assessment

Banneker's student population consists of 99% African American students, and 58% of students receiving free/reduced lunch (F/RL). All sub-groups, including special education, have students mastering the ISTEP+.

In 2010, 90% of all students passed the ELA portion of the ISTEP+, and 91% of all students passed the Math portion.

With regards to ELA, Banneker students have consistently performed high as a whole and in all subgroups. In 2010, 91% of third grade students, 95% of fourth grade students, and 86% of fifth grade students scored Pass or better on the ISTEP+. F/RL students and African American students scored similarly or even better. For example, 95% of F/RL students scored Pass or better, as did 93% of African American students.

Historically, 90% or more of Banneker's students scored Pass or better in ELA, and the percent that scored Pass+ improved by 5 percentage points from 2009 to 2010.

In math, Banneker students have performed even better. Thirty-two percent of all students scored Pass+ in 2010, an increase of 4 percentage points from 2009. Although in grade 3, the percent scoring Pass or better dipped below 90% (to 86%), 94% scored Pass or better in fourth grade, and 93% did in fifth grade.

Once again, subgroups performed as well as, or better than, the students as a whole. In 2010, 92% of F/RL students and 92% of African American students scored Pass or better on the math portion of the ISTEP+. Forty-six percent of F/RL students and 37% of African American students scored Pass+.

Overall, ISTEP+ scores at Banneker fluctuate a little but remain consistently high, rarely dropping below fewer than 90% passing. Subgroups perform at the same level, if not better than, the entire school, and the percent of students scoring Pass+ has grown in the past year.

2. Using Assessment Results:

We use assessment data to determine if our students are learning more or achieving at a higher level than they did in the past, and we analyze state standard items where students show deficiency. Using the KWL Analysis Worksheet, teachers identify students who have mastered, partially mastered, or did not master using assessment data. Secondly, using item analysis we evaluate whether our existing curriculum and instruction adequately prepares students to demonstrate proficiency. Furthermore, grade level teachers meet to analyze student samples to determine whether students show growth and proficiently complete the task. Teachers   also meet to discuss strategies used in their classrooms and how the implementation of the strategies can improve student learning. They separate samples into three categories-no use, attempted, and complete/correct. Then each teacher identifies 1-2 ways to increase effective use of strategies. Finally, teachers summarize the key findings, decisions, or conclusions reached at the meeting. Our findings help us to target students who showed no use of the strategy or attempted the strategy. Teachers devise an improvement plan to increase effective use of strategies and increase independent use of strategies by students.

Teachers guide students in comparing their current performance to previous performance and setting their own goals. For example:

- What I did better

- Ways I am going to improve- how I mark the text / my use of labeling / my use of using key words in explanations

- My goal is to increase my score on the extended response from ____ to ____.

This process is ongoing as we continue to assess throughout the year.

3. Communicating Assessment Results:

A Parent Open House is held yearly in September to allow parents, students and community members to meet with staff members and learn about the curriculum and expectations for the year. Informational packets that include materials regarding performance expectations and assessment tools are shared and reviewed.

Through planned workshops during the year, we assist parents in understanding National Educational Goals, State Content Standards, and State and Local Assessment Tools. Our support staff encourages parental involvement at home to ensure that each child attains outlined instructional objectives and understands program requirements via one on one conferences. We have also developed many partnerships with community based businesses and organizations to facilitate parents' access to accurate and timely information.

Banneker parents are involved and supportive. At the beginning of the school year, parents, sign a school compact which is kept on file at the school. The school boasts an overall 86% attendance at parent/teacher conferences. The commitment by parents to promote and support education helps create the effective school environment. In addition, teachers at Banneker continuously meet with parents outside of scheduled conference times to discuss any and all concerns with student progress. Home - School communication is augmented by sending home mid-term Progress Reports each quarter. Teachers are involved in the Teacher Ease program. This program allows parents via the computer from home to view daily assignments, academic standards, test scores and comments from teachers. Assessment data is sent to parents using written communication, postings on the computer, phone calls and parent teacher conferences. Regular teacher-student conferences are held to revisit goals and discuss plans for improvement and growth for every student. Community forums are planned by the principal, the P.T.A., the in school Parent Assistant, and the Academic Support Teacher to keep the community involved in the academic achievement of our students. Training Workshops and Community Forums are held to provide opportunities for meaningful interaction between the school and community. There is always time for questions from parents and other stakeholders.

Local radio, newspapers, and television partnerships help us to further ensure that the entire community is informed of what is going on in our school by publicizing student performance, assessment data results, school activities and successes of our Banneker family.

4. Sharing Lessons Learned:

Many of our teachers have been invited to share what has worked in their classroom with other schools through workshops scheduled by the school district. These workshops have allowed teachers to read research reviews of the strategies that are working, discuss the successes and challenges of implementing the approach, share student work, and use of videotapes of their classes to model the strategies for their peers. Posters were also created for classroom use so that other teachers could refer to them in the course of instruction and students could become familiar with the names of the strategies and their use.

Our teachers participate in state sponsored conferences, professional association conventions, and workshops that have allowed them to further share successful strategies that work. Many of our teachers lead workshops and serve as facilitators during conference sessions to aid teachers and other educators desiring to increase their knowledge. We have aided other educators in meeting the challenges in their schools by helping them to create action plans, by looking at their current instructional practices, and by sharing what has worked in our experiences through modeling and open forums. Forums are held for educators, parents and community stakeholders.

School corporations from the surrounding areas have scheduled site visits to gain information on the teaching strategies used at our school. Our team prepares an agenda for each school visit which includes a welcome and history by our principal. A short assembly is planned that allows student representatives to share projects and talents. The remainder of the morning includes classroom visits to allow visitors to witness teachers and students at work. A working buffet lunch is always prepared for staff and visitors to continue the discussion of effective approaches to teacher development and student improvement. After lunch, classroom visits continue. The day closes with a question and answer session between visitors and school stakeholders, which include district administrators, building principal, staff, parent representatives, student representatives and community members. Last school year our governor visited our school to discuss our success and learn effective strategies that are working at our school.

Not only do we share our successful strategies with other schools in our district, state and surrounding areas; but we are proud of the fact that our principal was invited to Oxford University in London, England to participate in a round table educational discussion to share what works here at our school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Banneker School, we know that authentic instruction has an impact on student achievement. Our lessons have three main components that impact on student achievement:

1. Our students are engaged in constructing knowledge - interpreting, analyzing, evaluating information

2. Our students draw conclusions, explain their understanding, construct and support arguments.

3. Our students connect concepts to their own lives or to similar situations to daily life.

Our curriculum creates a community of learners in each classroom. For reading, each classroom offers a variety of reading experiences. Our reading instruction includes whole-group, small group, and individual instruction. In our effective reading classes, students learn to read by reading continuous text. For example, students are involved in pair reading and choral reading to help practice solving words while reading for meaning. Students use a wide range of strategic actions to solve words such as, engage in sound analysis, partially sound out words and complete the solving by using language and meaning, determining meaning of words using context.

In addition, for our students to comprehend a reading selection, teachers make reading/thinking process visible. First, we have students survey text before they begin to read by taking a picture walk or surveying SQR strategies. Next, we teach students rereading as the most useful strategy to understand meaning of the text. One way teachers model this strategy is to read aloud a short passage. In front of the students, the teacher rereads the passage and immediately retells the story. Then students rate the teacher using a retelling rubric. Finally, writing is a key process to help students to recall story elements. After the reading of a story, teachers model for students how to use graphic organizers to make connections to the text. Highlighting answers to questions in the text or as we call it "anchoring your answer in the text" is another key strategy used for story comprehension.

Our writing program involves the complete five step writing process. We engage our students in selecting or becoming involved in a topic and finding a purpose for writing. Our students are engaged in:

- prewriting: includes considering how to approach their topic, gathering thoughts and information, and free-writing ideas,

- drafting: organizing and writing thoughts down

- revising: furthering developing ideas and clarifying their expressions

- editing: polishing and proof-reading for final publication

- publishing and rubric scoring - final published work for students to score using 6+trait rubric with teacher

Some examples of our writing activities have been:

- Fifth grade completed a memoir writing

- Second grade completed a biography on President Obama

- Journal writing across the curriculum

- k-5 portfolios for evaluating cumulative work

For our math curriculum, we maintain high expectations and support for all students through challenging and supporting students in building new knowledge, and helping students build an understanding of mathematics by creating meaning by connecting new knowledge with prior knowledge. We use assessments to find out what students actually understand and do not understand so that re-teaching and reinforcement that constantly monitors progress.

Our teachers use a five process approach to build mathematical understanding:

- Teachers provide experiences for students in which they actively engage in making connections using reasoning, problem-solving, creating representations, and communicating ideas.

- Students use a variety of manipulatives in math.

- Students use visual representations - drawing pictures, diagrams or graphs.

- Students use bodily kinesthetic representations to understand mathematics.

- Students will use symbolic representations such as lists or tables to understand math.

 Examples of engaging students in the math curriculum include:

Fifth grade- stock market exchange, math and science Olympiad
Fourth grade- space camp - Huntsville, AL
Fifth and Fourth grade-King's Island Math and Science Day
Third grade - Sunrise/Sunset chart of the seasonal length of days
Second grade - Weather Station using Fahrenheit and Celsius scales to collect data
First Grade -Field trip to Fair oaks Farm
Kindergarten - 100 days of school project

Physical Education curriculum includes inter-disciplinary activities, such as, President's Physical Fitness program which involves using math as measurement, averages, and percents. In addition, instruction is given to educate students on dietary and nutritional concepts used to encourage lifelong healthy habits. Art is incorporated into our core curriculum through the use of various medias, as well as, visual representations of concepts learned such as setting, character analysis, scientific process, and creating visual story problems. Music incorporates instruction of the learning of different genres of music. In our school, our students are able to experience art, music and PE through drawing, painting, choreographing, designing, play-acting, and creating. We believe the arts connect learning experiences to the world of learning.

In our science program, our students are given many opportunities to use the steps of scientific inquiry. Through inquiry our students search for solutions through trial and error and use the scientific process. They use reflection in their process to generate models, and invent. Through our field experiences, students are offered hands on activities such as simulation in space at The Space and Rocket Center. Our social studies instruction includes real world experiences, access prior knowledge of their lives and communities. It also allows students to explore the full variety of cultures found in America. Teachers and administrators work together across subject areas with the quality philosophy and with the actions that support the attainment of quality learning.

2. Reading/English:

At Banneker Achievement our curriculum philosophy involves the structure of Best Practice Teaching that is student-centered, experiential, expressive, authentic, and challenging. We engage our students in small-group activities that allow them to work cooperatively with their peers. Our students are involved in partner/buddy reading and whole-group reading with discussion directed by a group, student, or the teacher. They use peer editing, study teams, and group investigations and reports.

Before reading we use the KWL strategy to access prior knowledge and brainstorm prior knowledge (what students know). Next, we use teacher directed questions during the reading so students focus on what to know. Finally, students and teacher discuss what they have learned through the process of shared discussion.

Our foundational model we use in teaching reading is the Optimal Learning Model by Reggie Routman. The core of this model is for students to progress from dependence to independence in reading. The model involves teacher/student demonstration and shared demonstration where teacher models and guides students in all aspects of reading to comprehend - fluency, figuring out words, thinking, questioning, predicting, and rereading. This leads to the gradual handover of responsibility to students. In guided and independent practice, students demonstrate they are proficient readers by their use of the following strategies - making connections, monitoring their reading for meaning, determining what's most important, visualizing, asking questions, making inferences, and synthesizing or applying knowledge to what is already known.

Reading as thinking is another strategy we use on a daily basis in our instruction of reading. This strategy involves activities that prepare students for reading selections. Before reading we prepare our students with a purpose, excitement, and connection to what they are about to read. We aid them in visualizing events, making connections and choosing important ideas in the reading. Lastly, after a selection has been read, students are involved in activities that allow them to reflect on, integrate, and share ideas that they may use to make further inferences and connections.

3. Mathematics:

At Banneker School, we adopted the University of Chicago Mathematics Project- Everyday Mathematics. Everyday Mathematics was developed in order to enable children in elementary grades to become more skilled in learning mathematical content and to become life-long mathematical thinkers.

Everyday Math is research-based program that begins with the principle that all students can learn more mathematics than what was expected in the past. The foundation of Everyday Math is centered on making math meaningful to children by varied experiences that involve world problems and applications.

Our mission here at Banneker is to maximize student interests and learning in math. Everyday math instructional design is aligned with our mission of high expectations for all students, developing mathematical concepts and skills overtime in a wide variety of context. Instruction includes the balance of mathematical strands, multiple methods and strategies for problem solving, concrete modeling that will lead to abstract understanding, collaborative learning in partner and small group activities, and cross curricular applications. We also offer a variety of extra-curricular activities in math such as stock exchange, math and science Olympiad competition, space camp and city and state science fairs.

In the instruction of Math at Banneker School, teachers provide experiences for students in which they actively engage in a number of key processes: making connections, using reasoning and developing proofs, problem-solving, creating representations, and communicating ideas.

Furthermore, a KWL chart is used to make connections to prior mathematical knowledge between related concepts and between concepts and procedures. We use the Frayer Model for math vocabulary to understand terms and meanings applied to solving problems, and the 4 square graphic organizer to process the order of operations in solving a problem.

To ensure our students gain experience, we use five critical strategies that are based on creating representations in math:
1. We discuss the problem in small groups - (language representations)
2. We use manipulatives - (concrete physical representations and tactile sense)
3. We have students act out representations - (bodily kinesthetic sense)
4. We have students draw a picture, diagram, or graph - (visual or pictorial representations)
5. We have students make a list or table - (symbolic representations)

In creating these representations, students are developing mental models and building understanding of the problem.

4. Additional Curriculum Area:

The basis Banneker's Social Studies/History curriculum is as follows: exploration of open questions that challenge students' thinking; thematic approaches to subject matter are introduced; independent inquiry and cooperative learning is used to build shills and habits needed for lifelong, responsible learning; readings include engaging real world documents and not just the school adopted textbooks; students write, observe, discuss, and debate to ensure their active participation in learning; students build on prior knowledge of their lives and communities; students explore the full variety of cultures found in America; and evaluation reflects the importance of student thinking and has helped our students to be responsible citizens, rather than rewarding memorization of facts.

Banneker students are given regular opportunities to investigate topics in depth. Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage. Teachers focus on teaching important ideas for understanding, appreciation, and life application in keeping with our mission of developing students who have a strong academic foundation, are productive, are responsible, and are caring citizens in our diverse, global and technological world. We use a variety of sources - technology, history books, textbooks, and a variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past and future. Teachers select for emphasis the most important landmark locations, the most representative case studies, the most inspiring models, the events that are truly precedent, and the concepts and principals that our students must know and be able to apply in their life in and out of the classroom. Banneker's curriculum allows students the opportunities to exercise choice and responsibility by choosing their own topics for inquiry. Strategies used here prepare students for democratic citizenship through essential skills that have been identified by our state and our school community. Teachers provided with list of significant topics, give mini-lessons and conduct brief conferences to help students focus their work. This has proven to increase students' engagement, teach important academic skills needed for research projects and how to help students thoughtfully choose topics for reports and projects..

Uniquely we offer with the help of our Student Council and community partnerships the opportunity for Banneker students to take learning beyond the classroom walls and experience a classroom like no other. We have included travel units in our curriculum for students and family members. Fifth grade students annually visit Washington DC along with New York to become acquainted with important historical sites and to witness our government at work. They also visit Niagara Falls to study one of the seven natural wonders of the world. Fourth grade students visit NASA's Space Camp in Huntsville, Alabama to study in a very productive hands on approach. Other areas of study include travels to Europe , the Caribbean and heritage field experiences to the east, west and south of our Gary community.

5. Instructional Methods:

At Banneker, we do not follow the "sink or swim" approach for our students. We are committed to the success for all students. First, we identify our struggling students as early as possible before these students have a chance to fail. A prevention system is in place at Banneker with the following:

- Indiana Department of Education DIBELS and ACUITY ASSESSMENTS - DIBELS and ACUITY are given 3 times during the school year to inform instruction so that students show growth and achievement. The program includes progress monitoring allowing ongoing assessment of at-risk students.

- Progress Reports are distributed every six weeks to check progress toward specific goals.

- After-school tutoring - we provide after school instruction throughout the whole school year for students who have been targeted to receive intervention.

- Counselor meets with teachers to identify at-risk students so that these students may receive services provided by the school counselor.

Furthermore, we are focused on using best practices to meet the needs of all types of learners. We understand all children to love learning and become life-long learners each teacher at Banneker is caring, supportive, and invested in their achievement. Our school is departmentalized beginning at grade 2. We feel this allows our teachers to specialize in the subject area they teach. The differentiated instruction occurs as a result of students being able to experience learning with specialized instruction.

Examples of Best Practices used in the classroom include the following:

- Offering students a variety of reading texts and experiences.

- Making sure phonics instruction is completed by the end of first grade.

- Students matched with leveled books they can read - "just right" books.

- Students engaged in research, project, and computer learning.

- We involve our students and families in a Home-School connection -(educational activities that extend the learning to home).

- Teachers collaborate continually to analyze student samples and data so that instruction is effective and students are given remediation.

6. Professional Development:

Banneker School developed its own approach and delivery strategies. We started with a program of coaching to provide effective, ongoing, classroom-based professional development for teachers. Our programs are ongoing so the knowledge gained is evolving. Our professional development program includes classroom applications, teacher as learner, teacher networking, collegial relationships, challenging teaches' content and pedagogical content knowledge with transforming learning experiences, encouraging teacher leadership for sustained support, and focusing on student learning by instructing teachers on how to use student date to improve their teaching practice.

Weekly content area level meetings are held. Teachers meet by content area to make sure there is a continuity across the school in reading and that all are addressing the critical indicators and to share

strategies that have been working and not working. Cross – grade level meetings are held once a month. Grade level meeting twice a month. The focus is on strategies presented and how to implement and follow-up in the classroom.

Examples of recent professional development experiences at Banneker include: district and university trainings, within-school collaboration and study groups, in-house workshops, and coaching/mentoring visits.

7. School Leadership:

Leadership Philosophy: "All Children Can and Will Learn - School Should Be Exciting"

Banneker's principal has 19 years of experience as a successful administrator and believes that all children can and will learn under her leadership. Over the years she has had the responsibility of redesigning and continually assuring that programs are in place that improve the instruction and success of her students. She strives for excellence in all that she does and expects the same from everyone around her. Staff members understand this and support her every effort, because her vision is their vision. A loving and dedicated principal, she is credited by parents, staff, and students for the school's success.

The principal credits the school's success to the collective capacity of her staff and community who work diligently until each job is completed. Teachers convene regularly for collaborative work and learning which has a significant impact on student success. Staff appreciate the principals' distributed leadership, which gives them unlimited opportunities to make their voices heard in discussions about instruction, school management, and future endeavors. This type of distributed model allows teachers to develop their own leadership skills by implementing new practices.

The principal is visible as soon as anyone enters the school, greeting them and showing them to classrooms. If one walks the halls, pictures of former and present students' successes are on display, with newspaper clippings telling their stories. She firmly believes in celebrating successes of students and staff. These celebrations have resulted in improvement in student achievement and positive staff relationships. She inspires and guides every child, parent , teacher, and staff to pursue excellence. She further believes that school should be exciting and makes it her mission to ensure that it is every day.

Her role is to provide a safe and orderly environment for the Banneker family so effective learning can take place. High expectations and excellence are the norms here and policies, programs, relationships, and resources focus on this, thus improving student achievement in every area.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: ISTEP+

Edition/Publication Year: 2009-2010 Publisher: CTB MCGRAW-HILL

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	86	92	98	96	99
Pass+	52	24	0	0	0
Number of students tested	67	72	84	79	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass+	87	89	97	91	98
Pass+	56	22	0	0	0
Number of students tested	39	36	39	22	44
2. African American Students					
Pass and Pass+	88	92	98	95	98
Pass+	52	22	0	0	0
Number of students tested	64	69	83	63	77
3. Hispanic or Latino Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Pass and Pass+					
Pass+					
Number of students tested					
NOTES: For years 2008-2005, we do not have data for % pass+ for ISTEP+.					

11IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: ISTEP+

Edition/Publication Year: 2009   Publisher: CTB MCGRAW-HILL

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	91	100	98	69	99
Pass+	15	25	0	0	0
Number of students tested	67	72	84	79	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass+	95	100	97	91	98
Pass+	5	28	0	0	0
Number of students tested	39	36	39	22	44
2. African American Students					
Pass and Pass+	93	100	98	95	98
Pass+	16	23	0	0	0
Number of students tested	64	69	83	63	77
3. Hispanic or Latino Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Pass and Pass+					
Pass+					
Number of students tested					
NOTES: For years 2008-2005, our data does not include the number of students who received Pass+.					

11IN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: ISTEP+

Edition/Publication Year: 2009-2010 Publisher: CTB MCGRAW-HILL

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	94	86	94	97	94
Pass+	41	22	0	0	0
Number of students tested	66	86	79	84	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass+	98	86	94	92	97
Pass+	42	26	0	0	0
Number of students tested	36	42	35	38	31
2. African American Students					
Pass and Pass+	94	86	94	95	97
Pass+	40	22	0	0	0
Number of students tested	63	85	77	80	77
3. Hispanic or Latino Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Pass and Pass+					
Pass+					
Number of students tested					
NOTES: For years 200-2005, we do not have data for % pass+ on Istep+.					

11IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: ISTEP+

Edition/Publication Year: 2009-2010 Publisher: CTB MCGRAW-HILL

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	95	83	94	97	97
Pass+	30	9	0	0	0
Number of students tested	66	86	79	84	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass+	95	76	94	92	97
Pass+	28	5	0	0	0
Number of students tested	36	42	35	38	31
2. African American Students					
Pass and Pass+	96	83	94	95	97
Pass+	29	8	0	0	0
Number of students tested	63	85	77	80	77
3. Hispanic or Latino Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Pass and Pass+					
Pass+					
Number of students tested					

NOTES: For years 2008-2005, we do not have data for % pass+ on the ISTEP+.

11IN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: ISTEP+

Edition/Publication Year: 2009-2010 Publisher: CTB MCGRAW-HILL

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	93	97	100	96	95
Pass+	37	29	0	0	0
Number of students tested	89	75	69	69	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass+	91	98	100	97	96
Pass+	40	28	0	0	0
Number of students tested	47	40	26	31	24
2. African American Students					
Pass and Pass+	94	97	100	95	95
Pass+	38	27	0	0	0
Number of students tested	87	73	69	63	75
3. Hispanic or Latino Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Pass and Pass+					
Pass+					
Number of students tested					
NOTES: For years 2005-2008, we do not have data on % pass+ on the ISTEP+.					

11IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: ISTEP+

Edition/Publication Year: 2009-2010 Publisher: CTB MCGRAW-HILL

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	86	79	100	99	93
Pass+	7	8	0	0	0
Number of students tested	89	75	69	69	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass+	85	78	100	100	92
Pass+	6	5	0	0	0
Number of students tested	47	40	69	31	24
2. African American Students					
Pass and Pass+	86	78	100	98	93
Pass+	7	8	0	0	0
Number of students tested	87	73	69	64	75
3. Hispanic or Latino Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Pass and Pass+					
Pass+					
Number of students tested					
NOTES: For years 2005-2008, we do not have data on % pass+ on the ISTEP+.					

11IN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	91	91	92	89	95
Pass+	32	28	0	0	0
Number of students tested	222	295	302	342	342
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	176	180	176	205	183
Percent of students alternatively assessed	94	96	90	94	90
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass+	92	90	93	87	83
Pass+	46	25	0	0	0
Number of students tested	122	151	122	132	166
2. African American Students					
Pass and Pass+	92	91	94	87	96
Pass+	37	16	0	0	0
Number of students tested	214	288	287	279	341
3. Hispanic or Latino Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Pass and Pass+					
Pass+					
Number of students tested					
NOTES: For years 2005-2008, we do not have data for % pass+ for ISTEP+.					

11IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	90	94	97	95	95
Pass+	16	11	0	0	0
Number of students tested	222	285	320	326	342
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	124	172	178	198	176
Percent of students alternatively assessed	94	95	98	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass+	95	89	97	86	97
Pass+	13	13	0	0	0
Number of students tested	116	156	173	177	130
2. African American Students					
Pass and Pass+	90	93	97	95	97
Pass+	16	10	0	0	0
Number of students tested	214	300	287	325	294
3. Hispanic or Latino Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass and Pass+	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Pass and Pass+					
Pass+					
Number of students tested					
NOTES: For years 2005-2008, we do not have data for % pass+ for ISTEP+.					

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