

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Tupelo Elementary School
(As it should appear in the official records)

School Mailing Address P.O. Box 239 310 High School St.
(If address is P.O. Box, also include street address)

Tupelo Oklahoma 74572-0239
City State Zip Code+4 (9 digits total)

Tel. (580) 845-2802 Fax (580) 845-2565

Website/URL www.tupelo.k12.ok.us Email bgreen@tupelo.k12.ok.us

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

(Principal's Signature) Date March 28, 2003

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

Name of Superintendent Mr. Anthony Stevens
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tupelo Public Schools Tel. (580) 845-2460

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

(Superintendent's Signature) Date March 28, 2003

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

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

(School Board President's/Chairperson's Signature) Date March 28, 2003

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 High schools
- 2 TOTAL
2. District Per Pupil Expenditure: \$5769
- Average State Per Pupil Expenditure: \$5930

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	8	5	13	7	8	2	10
1	7	5	12	8	10	12	22
2	9	10	19	9			
3	8	8	16	10			
4	8	6	14	11			
5	9	7	16	12			
6	10	4	14	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							136

6. Racial/ethnic composition of the students in the school: 65 % White
>1 % Black or African American
 % Hispanic or Latino
>1 % Asian/Pacific Islander
33 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 12 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	136
(5)	Subtotal in row (3) divided by total in row (4)	.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 80 %
115 Total Number Students Who Qualify

If this method is not a reasonably 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: 26%
36 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 16</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 6</u> Speech or Language Impairment
<u> 2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u> 4</u> Emotionally Disturbed	<u> 1</u> Developmentally Delayed

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u> 1</u>
Classroom teachers	<u> 6</u>	<u> 9</u>
Special resource teachers/specialists	<u> 1</u>	<u> 2</u>
Paraprofessionals	<u> 1</u>	<u> </u>
Support staff	<u> 1</u>	<u> </u>
Total number	<u> 9</u>	<u> 12</u>

12. Student-“classroom teacher” ratio: 11:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	93%				
Daily teacher attendance	92%				
Teacher turnover rate	8%				
Student dropout rate	NA				
Student drop-off rate	NA				

III Summary

Tupelo Public Schools is located in Tupelo, Oklahoma. It is a small community located approximately 100 miles southeast of Oklahoma City. The school district totals a population of about 1200, but only about a third of that total live within the town itself. The businesses in the town consist of one café, two convenient stores, a garage, and a carwash. There are also five churches and a post office. Farming and other agricultural pursuits comprise the largest industry in the area. The school is the largest single employer in the town. Tupelo is a paradigm of small rural communities throughout the United States, with a declining and aging population. We are highly dependent on sources outside the community for employment and resources. The school is not on the educational focus of the community, but the cultural focus as well.

The average household income for this district is half of the state average; consequently the majority of our students, over 80 %, receive free or reduced lunches. The socioeconomic situation of most of our students does provide the school with some challenges, but does not detract from the overall education we try to impart to our students.

Because we are a small school in a small town in a small county we do not have many of the resources that others may have. But what we lack in size we more than make up for in cooperation and effort. We have nine full and part time teachers in our elementary school. We also share several teachers from the high school. Finally, we have a principal who teaches two classes per day. Each of these teachers wants the best for his/her students and tries to help them achieve it.

Although there are some disadvantages to our small size, there are also some huge advantages. Every adult knows every child by name. We know their circumstances, and we know what happened at their home last night. We are able to commiserate with their hurts, and celebrate with their successes. As trite as it may sound we are a team, and we win together and lose together. Loss in life is inevitable, but winning is better. We try to equip our students with what they need to win.

Tupelo's mission statement is as follows: It is the mission of the school to provide students with opportunities and the guidance necessary to develop skills for:

- accessing and processing information
- dealing with change
- thinking, reasoning and problem solving
- developing creativity
- positive human relationships

in order to serve their community and society and achieve personal fulfillment. We believe learning is a lifelong process in which students are expected to take personal responsibility, that there are no limits on what students can learn, and that learning must take place in a nurturing, safe environment that recognizes the diversity of individuals while assuring equity for all.

Our mission statement is truly a reflection about how we feel regarding the education of our children. Neither income, race, inherent abilities, nor any other factor determines how we instruct our students. They are our children; it is our responsibility and our pleasure to educate them.

IV. Assessment Data

Assessment data, whether it is standardized tests, computerized tests, teacher generated tests, or any other type of assessment, is vital in providing a proper education for our children. Assessments show where a child is, where he/she has been, and where he/she should be. Assessment data also reveal the strengths and weaknesses

in a curriculum or program. It is very easy to see when reviewing the data whether many students have not mastered a concept (a reflection on the instruction or curriculum), or whether a few students have not mastered a concept (a possible need for remediation for the few).

It is so easy to track the progress of each student if there is assessment data available. It is particularly helpful when several sources of data are available to compare as we have here in Tupelo. There is usually very little discrepancy among the various assessments. This data helps in communicating to the parents certain areas of strength or weakness that could determine the placement that would most benefit the child.

This information can also help a teacher reflect on his/her choices of methods and materials. It can reveal problem areas to a teacher and enable him/her to improve in that area. It can also provide the teacher with a much-needed pat on the back.

We find it beneficial to review several sets of assessment data for the school to see if there are any gaps or weaknesses in the curriculum as a whole. If such a problem is revealed immediate steps can be and are taken to rectify the situation. A later comparison of the data will show if the problem has been resolved or if other action should be taken.

Communication

At Tupelo School we make every effort to keep parents informed in a timely manner regarding the academic performance of their children. In addition to quarterly grade reports we set aside four days for parent-teacher conferences during each school year, scheduling day and evening sessions to accommodate working parents. Each week students in grades K-5 take home folders that contain graded papers and assignments. We also notify parents by mail any time their child's grades fall below passing. They receive a Notice of Academic Difficulty that details behaviors possibly leading to unsatisfactory grades. This is done in an effort to give parents and students an opportunity to address problems and prevent failure.

Parents receive individual reports of student performance on standardized achievement tests administered each year. The Oklahoma State Department of Education prepares an annual "Report Card" for each school district that includes this assessment data. Copies of this report are sent to parents of every student in the district and this information is published in state and local newspapers as well.

We believe assessment and accountability are key elements in school improvement efforts. To facilitate improvement we are committed to frequent, effective communication between the school and our students, parents, and community.

Sharing Success

Sharing successes and failures with other schools and professionals is an integral part of education. During the course of Tupelo's Professional Development activities we have participated in workshops with teachers from other schools. There we shared experiences and successful methods and techniques.

We have invited teachers from other schools to Tupelo for cooperative professional development where we

shared what we've done. We would be willing to conduct workshops for other schools to explain and illustrate our methods.

Newspaper articles are an easy way to communicate to other schools as well as to parents and community what is taking place in our classrooms. We are interviewed by or send articles to newspapers in our vicinity about our achievements.

Any teacher or staff member in our school would be more than happy to answer calls or emails from other schools in order to help them, or advise them, or encourage them. We would also welcome visits to our classrooms from other professionals so they could see our programs being put into practice.

Any way we have shared in the past we will continue to do in the future.

Elementary Curriculum

Tupelo's elementary curriculum is aligned with the Oklahoma Priority Academic Student Skills. These PASS objectives, developed by the Oklahoma State Department of Education, are rigorous standards designed to help our teachers and students attain the highest level of achievement possible. There is a set of objectives for each grade level beginning in kindergarten. Each of our teachers is required to turn in to the principal weekly lesson plans. On each lesson a PASS objective must be listed. This enables the principal to monitor what is actually being taught in the classroom and compare that to what should be taught. This also helps teachers to keep focused on what is important.

Our kindergarten through fourth grade classes are self-contained, having only one primary teacher, while our fifth through eighth grades are departmentalized. Throughout the elementary years students are taught the basic subjects of reading, math, science, social studies, language arts, physical education, and music. They are also introduced to Spanish and art.

In the lower elementary grades reading and math are the main subjects stressed. Kindergarten is used to establish a basis on which the later grades build. In the first, second, and third grades time spent on science and social studies has been reduced. This time has been devoted to extra reading practice. These subjects are then taught through hands on activities and field trips. Each of these grades spends a minimum of 90 minutes on reading activities, and often times more. In grades four through eight formal reading instruction time is reduced, but content reading in science and social studies is significantly increased. Reading for pleasure is strongly encouraged and time is set aside for this.

Throughout the elementary years math is by no means neglected. We spend 30 minutes per day on math instruction during kindergarten. Grades one, two, and three are required to spend 60 minutes per day on math related topics. In grades four through eight time is reduced to 45-50 minutes per day. This is in addition to the odd few minutes here and there that are used to review facts and concepts.

We have an all day kindergarten program. It is designed predominately to provide both socialization skills and an academic foundation on which to build. Students have a minimum of

60 minutes each day devoted to reading or prereading instruction. This is, of course, divided into several smaller segments. Number concepts and counting activities are conducted for at least 30 minutes each day. They are given the opportunity to work on their own level in math and reading in our computer lab utilizing our SuccessMaker computer program. They are given center time to interact with other students, use their imaginations, and practice their skills with manipulatives.

Ninety minutes of reading is the required minimum in the first, second, and third grades. The first and second grades alternate the days they go to the computer lab. On the days they are not in the lab they get another 45 minute reading session. Third graders spend 45 minutes per day in the computer lab. In the lab students work on math, reading, and language arts on their own individualized level. Each grade attends physical education and music classes on alternate days.

Because classes in grades five through eight are departmentalized students receive the best instruction from the most qualified teachers we have. In compliance with Oklahoma's stringent standards every teacher is certified to teach in his/her subject area. This greatly enhances the enthusiasm and expertise with which the teachers conduct their classes. Although the basic subjects are still taught, at this level students are able to see and enjoy the results of the hard work they have been doing. Science concepts and process skills are reinforced and exhibited at the annual science fair. History and cultural influences can be understood and appreciated during field trips. Reading and critiquing the newspaper increases analytical thinking. Basic skills are used and enlarged to encompass the whole child.

Reading Curriculum

At Tupelo School we incorporate materials and methods designed to meet the needs of a diverse group of students working at varying levels of ability. A balanced systematic program of instruction for all students includes phoneme awareness, phonics, spelling, reading fluency, and comprehension. The foundation of the reading program is the Harcourt Trophies series, which was selected because of its correlation to the objectives of our reading curriculum and the supplemental reading enrichment and reading intervention resources. We also include an individualized program of computer-assisted instruction, guided reading, and self-selected reading activities. Reading instruction is scheduled for 90 minutes daily for students in grades 1-3 and 60 minutes daily for kindergarten students.

Students benefit from increased, spiraled practice based on careful assessment, early identification of students with reading difficulties, and individualized planning. An individualized program of instruction requires frequent multiple assessments. We use Gates-McGinitie Reading Tests, STAR Early Literacy and STAR Literacy, and Stanford Achievement Tests for formal assessment. We also incorporate placement tests and diagnostic tests that accompany the basal series as well as informal evaluation techniques.

Because reading is the single most important academic skill and the key to all academic learning, teaching children to read is the highest priority. Our reading curriculum has been designed to

ensure that children at all levels of ability have successful reading experiences and become independent readers.

Math Curriculum

Tupelo Public Schools' Mission Statement states, " It is the mission of the school to provide students with opportunities and the guidance necessary to develop skill for: accessing and processing information, dealing with change, thinking, reasoning, and problem solving, developing creativity, positive human relationships in order to serve their community and society and achieve personal fulfillment. We believe learning is a lifelong process in which students are expected to take personal responsibility, that there are no limits on what students can learn, and that learning must take place in a nurturing, safe environment that recognizes the diversity of individuals while assuring equity for all."

Mathematics is taught with the same diligence and care that reading is. A variety of instructional methods are used to teach the students. Our computer lab is devoted to providing math instruction that is tailored to the needs of each student. Ongoing assessments are made of each child's progress, and instruction is modified based on those assessments.

Math lends itself to achieving many of the goals set forth in our mission statement. Math is used to access and process information; thinking, reasoning, and problem solving; and developing creativity. Through the use of cooperative learning it is of use in dealing with change and developing positive human relationships.

Proficiency in math empowers individuals after they're left our school. They are able to function in society in general and apply their skills in applicable venues. After mastering certain complicated skills in math, students are more likely not to see limits on what they can learn. They are also then able to break down difficult problems they face into smaller pieces so that they can be solved, just as they learned to do in math.

Instructional Methods

Tupelo teachers use many methods to instruct their students. The particular method employed depends on the ability and development of the child and the concept being taught. Part of the skill of teaching is deciding which format to use for which lesson. There is no one magic method, but judicious use of a wide variety gives a student much more opportunity for success. Manipulatives, one on one tutoring, peer tutoring, whole class instruction, cooperative learning, and computer programs are the primary techniques in use.

All children learn faster and easier when they are able to manipulate items to explore the concept they're learning. While some of these children could learn abstractly, others could not. Whenever appropriate, manipulatives are used for all students, but they are especially valuable for remediation or for those who require more concrete experiences.

We have one teacher's assistant who is available to all grade levels when needed. She conducts small group activities and reading circles. She also tutors children one on one when necessary.

Some activities are conducive to whole class instruction with everyone interacting with one another.

There are other times when students tutor one another. Many activities are designed to enable students to engage in cooperative learning. This is an especially rewarding manner of instruction because of the added benefits of learning to deal with other people and “discovering” information in a nonthreatening way.

SuccessMaker is a comprehensive instructional system able to deliver courses to many students individually. Through the use of the computer lab we’ve been able to customize a curriculum in reading, math, and language arts for each child according to his/her level. This program also provides assessments for teachers to use in tracking the progress of each student.

Professional Development

As educators the entire Tupelo School staff uses Professional Development as a mechanism to improve instructional skills, obtain professional growth, and stay attuned to updates in all content areas.

Our school provides a wide variety of training activities each year. Our main areas of emphasis are technology techniques for reaching all students, curriculum development, and parental involvement.

Computer literacy for our teachers is a high priority for us. Each teacher has many opportunities to improve his/her technological skills. Our school has school wide Title I remediation through the Computer Curriculum Corporation program and teachers are able to assist students as well as obtain assessments incorporated in the program. Teachers are also well versed in using STAR Early Literacy and STAR Literacy, electronic tests, to track students’ reading progress.

Exposing teachers to a variety of techniques that enable them to reach all children regardless of abilities and needs has been stressed as well. Teachers learn new strategies and techniques to identify needs, plan and conduct instruction, and evaluate results.

We work very hard in developing and aligning our curriculum so we can make the most of our instructional time without needless repetition or gaps in our program.

Finally, we try to keep our parents informed and involved. Fortunately, we are such a small school that it is easy to maintain a close line of communication with parents, so that school and home are working toward the same goals.

Grade 5

Test Mathematics

Edition/publication year 2000 Publisher CTB McGraw-Hill
 2001 CTB McGraw-Hill
 2002 Harcourt

What groups were excluded from testing? No groups were excluded from testing.

Number excluded 0 Percent excluded 0 %

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	Feb.		
SCHOOL SCORES TOTAL					
Unsatisfactory	<u>29%</u>	13%	10%		
Limited Knowledge	29%	40%	10%		
Satisfactory	41%	33%	67%		
Advanced	0%	13%	14%		
Number of students tested	17	15	21		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. Non Free/Reduced Lunch					
Unsatisfactory	0%	0%	17%		
Limited Knowledge	0%	33%	0%		
Satisfactory	100%	67%	50%		
Advanced	0%	0%	33%		
2. Free/reduced lunch					
Unsatisfactory	31%	22%	7%		
Limited Knowledge	31%	44%	13%		
Satisfactory	38%	11%	73%		
Advanced	0%	22%	7%		
REGULAR EDUCATION STUDENTS					
Tupelo At or Above Satisfactory	67	54	93		
State At or Above Satisfactory	71	72	85		

Grade 5

Test Reading

Edition/publication year 2000 Publisher CTB McGraw-Hill
 2001 CTB McGraw-Hill
 2002 Harcourt

What groups were excluded from testing? No groups were excluded from testing.

Number excluded 0 Percent excluded 0 %

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	Feb.		
SCHOOL SCORES TOTAL					
Unsatisfactory	29%	13%	5%		
Limited Knowledge	29%	27%	29%		
Satisfactory	41%	53%	48%		
Advanced	0%	7%	19%		
Number of students tested	17	15	21		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. Non Free/Reduced Lunch					
Unsatisfactory	0%	0%	17%		
Limited Knowledge	0%	17%	17%		
Satisfactory	100%	83%	33%		
Advanced	0%	0%	33%		
2. Free/reduced lunch					
Unsatisfactory	31%	22%	0%		
Limited Knowledge	31%	33%	33%		
Satisfactory	38%	33%	53%		
Advanced	0%	11%	13%		
REGULAR EDUCATION STUDENTS					
Tupelo At or Above Satisfactory	67	69	79		
State At or Above Satisfactory	72	75	76		

Grade 8

Test Mathematics

Edition/publication year 2000 Publisher CTB McGraw-Hill
 2001 CTB McGraw-Hill
 2002 Harcourt

What groups were excluded from testing? No groups were excluded from testing.

Number excluded 0 Percent excluded 0 %

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	Feb.		
SCHOOL SCORES TOTAL					
Unsatisfactory	0%	0%	20%		
Limited Knowledge	15%	53%	13%		
Satisfactory	69%	32%	60%		
Advanced	15%	16%	7%		
Number of students tested	13	19	15		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. Non Free/Reduced Lunch					
Unsatisfactory	0%	0%	0%		
Limited Knowledge	0%	33%	0%		
Satisfactory	0%	33%	0%		
Advanced	0%	33%	0%		
2. Free/reduced lunch					
Unsatisfactory	0%	0%	20%		
Limited Knowledge	15%	62%	13%		
Satisfactory	69%	31%	60%		
Advanced	15%	8%	7%		
REGULAR EDUCATION STUDENTS					
Tupelo At or Above Satisfactory	100	69	91		
State At or Above Satisfactory	70	71	71		

Grade 8

Test Reading

Edition/publication year 2000 Publisher CTB McGraw-Hill
 2001 CTB McGraw-Hill
 2002 Harcourt

What groups were excluded from testing? No groups were excluded from testing.

Number excluded 0 Percent excluded 0 %

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	Feb.		
SCHOOL SCORES TOTAL					
Unsatisfactory	15%	11%	33%		
Limited Knowledge	10%	53%	0%		
Satisfactory	69%	32%	67%		
Advanced	15%	5%	0%		
Number of students tested	13	19	15		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. Non Free/Reduced Lunch					
Unsatisfactory	0%	0%	%		
Limited Knowledge	0%	17%	%		
Satisfactory	0%	67%	%		
Advanced	0%	17%	%		
2. Free/reduced lunch					
Unsatisfactory	15%	15%	%		
Limited Knowledge	0%	69%	%		
Satisfactory	69%	15%	%		
Advanced	15%	0%	%		
REGULAR EDUCATION STUDENTS					
Tupelo At or Above Satisfactory	100	46	91		
State At or Above Satisfactory	76	78	77		

Grade 3 Test Mathematics

Edition/publication year 1999 Publisher Riverside
 2001 Riverside
 2002 Harcourt

What groups were excluded from testing? No groups were excluded from the tests.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles_x__

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March		March	
SCHOOL SCORES					
Total Score	65	41		58	
Number of students tested	14	14		14	
Percent of total students tested	100%	100%		100%	
Number of students excluded	0	0		0	
Percent of students excluded	0%	0%		0%	
SUBGROUP SCORES					
1.Non Free/Reduced Lunches	63	44		72	
2.Free/Reduced Lunches	66	38		49	

Grade 3 Test Reading

Edition/publication year 1999 Publisher Riverside
 2001 Riverside
 2002 Harcourt

What groups were excluded from testing? No groups were excluded from the tests.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles_x__

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March		March	
SCHOOL SCORES					
Total Score	48	49		48	
Number of students tested	14	14		14	
Percent of total students tested	100%	100%		100%	
Number of students excluded	0	0		0	
Percent of students excluded	0%	0%		0%	
SUBGROUP SCORES					
1.Non Free/Reduced Lunches	42	55		59	
2.Free/Reduced Lunches	51	43		42	

Assessment Data

Tupelo School does not have statistically significant numbers of students needed to report scores for any ethnic/racial groups. We have reported the test data for all students including those students served with IEPs ,and in the socioeconomic subgroups as determined by the Free and Reduced Lunch Program. All students in each class were tested.

A careful review of the results on the state mandated standardized achievement tests given to Tupelo third graders shows that between 1999 and 2002 scores for all students improved in math from the 58th percentile to the 65th percentile. No tests were given in 2000 due to proposed changes in Oklahoma's testing requirements. Between 2001 and 2002 the improvement was from 41 to 65. For non free/reduced students the gains between 2001 and 2002 were from 44 to 63. The scores for those students declined between 1999 and 2001. Math scores for students on free/reduced lunches went from the 38th percentile in 2001 to the 66th percentile in 2002.

During the same time frame third grade reading scores remained stable at the 48th and 49th percentile. Reading scores for the non free/reduced lunch students declined while scores for free/reduced students improved from the 42nd percentile to the 51st percentile.

Oklahoma fifth graders are given criterion referenced tests. The percentages of all students in grade five who received a score of Satisfactory or Advanced decreased between 2000 and 2002 from 81% to 70 %. Scores for non free/reduced students improved from 83% to 100%. Scores for students in free/reduced lunch program declined in 2001, but improved in 2002 from 32% receiving passing scores to 38%.

Reading scores for all fifth grade students during this time frame decreased from 67% to 41%. Non free/reduced students improved from 66% to 100% receiving passing scores. Free/reduced students declined from 66% to 38%. (Of the seventeen fifth graders tested in 2002 sixteen are in the free/reduced lunch program, and eight of sixteen are served with IEPs.)

Eighth grade students in Oklahoma also are evaluated with a criterion referenced test. The percentage of all students tested receiving a passing score on the math test improved from 67% to 84%. All students tested in 2000 and 2002 received free/reduced lunches. Of those students in the free/reduced lunch program 67% received passing scores in 2000 improving to 84% in 2002.

On the reading tests administered to eighth graders 67% of all students tested in 2000 received passing scores. All students tested in 2000 or 2002 were in the free/reduced lunch category. In 2002 84% of those students passed the reading test. Of those students in the free/reduced lunch program 67% received passing scores again improving to 84% in 2002.

No groups of students are excluded from taking the state mandated achievement tests administered to students in grades 3,5, and 8.