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. Marilynn Kellert

Official School Name: Belle Isle Enterprise Middle School

School Mailing Address: 5904 North Villa Avenue
                            Oklahoma City, OK 73112-7157

County: Oklahoma   State School Code Number: 55 I089 503

Telephone: (405) 843-0888 E-mail: mskellert@okcps.org

Fax: (405) 841-3127   Web URL: http://www.edline.net/pages/Belle_Isle_Enterprise_School

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*: Mr. Karl Springer   Superintendent e-mail: krspringer@okcps.org

District Name: Oklahoma City Public Schools   District Phone: (405) 587-0000

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: Ms. Angela Monson

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.

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: 58 Elementary schools
   (per district designation)   17 Middle/Junior high schools
                                           16 High schools
                                            1 K-12 schools
                                           92 Total schools in district

2. District per-pupil expenditure: 8337

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: 11

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	73	83	156
K	0	0	0		7	84	71	155
1	0	0	0		8	68	71	139
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
						Total in Applying School:		450

6. Racial/ethnic composition of the school:

5	% American Indian or Alaska Native
8	% Asian
20	% Black or African American
19	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
48	% 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: 3%

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.	1
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2009	450
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 2%

   Total number of limited English proficient students in the school: 10

   Number of languages represented, not including English: 2

   Specify languages:

   Spanish and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 49%

Total number of students who qualify: 221

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: 2%

Total number of students served: 8

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	3	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	2	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)	2	0
Classroom teachers	17	0
Special resource teachers/specialists	10	1
Paraprofessionals	0	0
Support staff	10	0
Total number	39	1

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:   26:1

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	95%	95%	95%	95%	95%
Daily teacher attendance	94%	94%	95%	94%	93%
Teacher turnover rate	8%	4%	24%	16%	16%
High school graduation rate	%	%	%	%	%

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

Belle Isle Enterprise Middle School's faculty is relatively small, and any teacher long-term absences have a visible effect on the overall attendance rate. Every year at least one teacher has been on maternity leave. One teacher is a major in the Air Force National Guard and is on military leave for approximately 30 days each year. The district also counts all professional leave days in the attendance rate. These are days teachers are working (attending conferences and training sessions) but are not in the building.

Belle Isle teachers have left their positions for a variety of reasons. The majority of teachers who have left have moved out of the city or state. Two teachers left to teach in overseas. Two left to become stay-at home mothers. In the past ten years, only two teachers have left to teach in another metro school. Both were science teachers who wished to teach at the high school level.

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

Belle Isle Enterprise Middle School, Oklahoma City, Oklahoma is a state accredited, site-based Oklahoma City Public School District school of choice with direct parental and community involvement. The school opened in August of 1998 with sixth grade only and added one grade per year until serving all middle grades 6-8 in August of 2000. The school's mission is as follows:

Every Belle Isle student will graduate with the academic knowledge, the higher-level thinking skills, the strength of character, and the inner confidence to be successful in any high school he/she chooses with the ultimate goal to graduate from college.

The initial proposal for the school was developed and submitted by a grassroots group of parents and community members responding to the Oklahoma City Public Schools District's enterprise policy to increase school choice and education reform. The initiating group of parents and community members incorporated as BIEMS, Inc., a membership supported not-for-profit-corporation with parents comprising the majority of its membership. Each year members elect a Board of Directors charged with management of the corporation with responsibilities including the development of school policies and standards addressing academic requirements, admission standards, student ethics, personnel, student uniforms, and school curriculum. In turn, it is the responsibility of the administrators, faculty members, parents, and students to uphold these policies and standards.

Comparable to Oklahoma City Public Schools magnet and specialty schools, enrollment for Belle Isle Enterprise is by application and is open to all district middle school students who have indicated they are prepared for the school's accelerated academic program. By contract, the school's enrollment is limited to 450 students. The student population is diverse and representative of Oklahoma City, with 48% White, 20% Black, 19% Hispanic, 8% Asian, and 5% Native American. Approximately half of the students are economically disadvantaged.

Graduates leave Belle Isle Enterprise well prepared for any high school in the metropolitan and suburban areas as well as the metro area's private and parochial schools. Former students from all economic backgrounds and ethnicities are fulfilling the school's mission by attending college from the community college level to Princeton University.

Belle Isle Enterprise's curriculum follows the *Core Knowledge Sequence*, a sequential learning series developed by E.D. Hirsch, a nationally acclaimed education reformer. The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge children should learn in American schools and offers a coherent plan that builds year by year, helping to prevent the many repetitions and gaps in instruction that can result from vague curricular guidelines. In an eight-block class schedule setting, all students receive accelerated, in-depth instruction in language arts, mathematics, science, social studies, foreign language, and technology. Students have the opportunity to gain up to three high school credits before graduating, allowing them to take advantage of more upper-level math and foreign language classes in high school.

In accordance with Effective Schools Research, Belle Isle Enterprise Middle School stakeholders recognize the importance of creating a school climate that fosters learning. By following the practices of *Great Expectations*, Belle Isle Enterprise has created a school climate of mutual respect and high expectations for all students. Teachers and students not only hold themselves accountable for upholding the school's honor code but hold each other accountable as well.

A school-wide philosophy of continuous improvement guides all stakeholders in pursuing better ways to enhance and support student achievement. This philosophy has resulted in 19% of the teaching staff

earning National Board for Professional Teaching Standards Certification. Since first nominating a building teacher of the year in 2001, six teachers have been recognized as District Teacher of the Year finalists and one went on to win both the District and the State Teacher of the Year awards. The current principal received the Oklahoma Foundation for Excellence, Medal for Excellence in Administration in 2005. Belle Isle students performed higher on state reading and math tests than all schools in the Oklahoma Public Schools District, including specialty and charter schools, as well as the city's surrounding suburban schools.

The combination of an accelerated program with high expectations for all students and strong parent and community involvement have worked together to achieve outstanding educational results. Belle Isle Enterprise Middle School was named a NCLB Blue Ribbon School in 2004, the first year it was eligible for this prestigious award, and received the Oklahoma Best Practices School award in 2005.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Belle Isle Enterprise Middle School student reading scores have increased annually according to the results of the Oklahoma state mandated criterion-referenced reading test administered to all six through eighth grade students. From 2006 to 2008, 98% of all students scored proficient or above in reading with 21% scoring in the advanced category. It appears that student performance dropped in 2009, with 92% of all students scoring proficient or above; however the opposite is true. In 2009 the test standards changed to a more rigorous level. A comparison of the 2009 scores to the 2008 standards shows Belle Isle student reading performance actually increased.

For the past five years, students have consistently shown high reading achievement in the school as a whole and at each grade level. The same applies to all ethnic, gender, and socio-economic subgroups. Economically disadvantaged is the school's largest subgroup at approximately half the school population. These students are performing on an equal level as all students each year. The only instance of a 10%+ gap between a subgroup and the a grade level as a whole was with seventh grade African American students in 2009.   All seventh grade students scored 96% proficient, and African American students scored 71% proficient. Interventions for those students were implemented on an individual basis as is described in the Part V Instructional Methods section of this application. The following year in eighth grade, those same students scored 89% proficient compared to 95% for all eighth grade students.

Mathematics scores mirror reading scores. For the past five years, students also have consistently shown high math achievement in the school as a whole and in each grade level. The same applies to students of all ethnic, gender, and socio-economic subgroups. Economically disadvantaged students score on an equal level as all students each year. There were three instances of a 10%+ gap in student performance between a grade level as a whole and a subgroup. In 2007, sixth grade Hispanic students scored 83% proficient, and all sixth grade students scored 94% proficient. The following year, those same students scored 100% proficient. Also in 2007, eighth grade African American student scored 80% proficient, and all eighth grade students scored 92% proficient. No interventions could be implemented with those students, as they had graduated to high school. In 2009, sixth grade African American students scored 66% proficient, and all sixth grade students scored 80% proficient. The following year, those same students scored 88% proficient compared to 90% proficient for all seventh grade students. Interventions for all students in these three instances were implemented on an individual basis as is described in the Part V Instructional Methods section of this application.

In 2009, the state department made two changes that impacted school scores throughout the state. The cut scores for reading and math tests in grades three through eight were changed. In order to reach proficiency, students in these grades had to answer more questions correctly than in past years. In reading, the adjustments were as follows: sixth grade=3, seventh grade=5, eighth grade=5. Students in sixth grade now must correctly answer 72% of the items to be deemed proficient in reading in comparison to 64% in 2008. The percentage needed in seventh grade rose from 58% to 68% and in eighth grade from 60% to 70%. In math, the adjustments were as follows: sixth grade=7, seventh grade=4 and eighth grade=8. Students in sixth grade must now correctly answer 62% of the items correctly to be deemed proficient in math in comparison to 46% in 2008. The percentage in seventh grade rose from 51% to 60% and in eighth grade from 44% to 62%.

The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

At Belle Isle Enterprise Middle School, approximately half of eighth grade students are enrolled in a high school math course (Algebra I or Geometry) instead of an 8th grade math class. Approximately 40% of seventh graders take Algebra I. State high school end-of-instruction (EOI) tests are taken by students in these classes in addition to their grade level math tests. In 2010, 95% of Algebra I students scored proficient on the EOI test, with 31% scoring in the advanced category. In the same year, 100% of Geometry students scored proficient with 85% scoring in the advanced category.

http://sde.state.ok.us/AcctAssess/core.html

2. Using Assessment Results:

Belle Isle Enterprise Middle School teachers and administrators analyze assessment data from state tests in each subject to evaluate the school's curriculum and to make adjustments where gaps are found. An example of this process is in the subject area of history. The first year eighth grade students were assessed by the state in U.S. History, 63% were identified as proficient. Social studies teachers and administrators analyzed the results and identified gaps between the school's curriculum and the content tested. Several previously taught units were replaced with units covering early American history, and the following year student history scores rose to 92% proficient. This same process has been used in all subject areas to improve instruction.

State assessment results are also used to identify students scoring less than proficient in reading and math in order to provide interventions for them. Math and language arts teachers are provided with copies of the individual student results of both the grade level tested and the grade level of their current students. Teachers use the results from the previous year to analyze the effectiveness of their instruction and make adjustments in their curriculum where needed. Teachers also analyze their current students' data to identify strengths and weaknesses of the whole group and to identity students who scored less than proficient.   Grade level teacher teams work together to provide interventions for students in their grade level.

All students are given benchmark tests in reading and math four times from September through March.The benchmark tests by Edusoft, an online company, provide both whole group and individual student progress in these subjects. A comprehensive benchmark test is given in each subject at the beginning of the year and another approximately four weeks before testing. Two quarterly benchmark tests are also given to students. The school academic leadership team analyzes benchmark data and completes quarterly reports of student progress in each grade. Math and language arts teachers use the data to identify which concepts need attention at both the whole group and individual student level. All students receive their individual benchmark results in the form of labels which they attach to their student planners. Teachers teach the students how to analyze their own strengths and weaknesses.

Many other types of data is used for decision making such as Accelerated Reader and MathScore reports, STAR math and reading assessments, teacher and student attendance rates, discipline records, and study hall attendance records.

3. Communicating Assessment Results:

Individual student state criterion-reference test scores are mailed home to parents at the end of each school year. A school annual data report called the school report card, a six page report of both the district and the school test results, is also mailed to each parent. The report card shares the school's test scores as well as other data, such as student enrollment, attendance, and drop-out data. The district publishes an annual Statistical Profile containing a two page section for each individual school. The profile is available on the district website, and two hard copies are available for review at the school site. The same information is shared with parents and other members of the community before spring and winter orchestra, band, and vocal music concerts. The principal prepares and presents a monthly report of the school's progress at each Belle Isle Enterprise Middle School, Inc. Board of Directors meeting. All meetings are posted and open to the public.

Belle Isle Enterprise test scores and state Academic Performance Index scores are reported to the community through the local media. This information is reported in state and local newspapers, *The Oklahoman, The Oklahoma Gazette,* and several other local newspapers. Belle Isle Enterprise's academic performance has also been featured on KTOK radio, a local news radio station and is reported on the school's website. The school publishes a brochure of the school's accomplishments, curriculum, and school activities for parents interested in enrolling their children. This same information is shared with prospective parents at four recruiting programs during January and February of each year.

Each year the principal prepares a State of the School PowerPoint presentation to share test results trends with the faculty. A second presentation is prepared for the students. The principal meets with sixth and seventh grade students by grade and in small groups with eighth grade prior to spring state mandated testing. These meetings include a PowerPoint presentation showing individual student group test score trends in past years and information on how scores are determined.   A data wall is displayed in the school main hall containing past test results, current benchmark results, and student Accelerated Reader and MathScore progress.

4. Sharing Lessons Learned:

The principal of Belle Isle Enterprise Middle School meets monthly with all principals in the district and with secondary principals. During these meetings principals share methods, strategies, and best practices proven to be successful in raising student performance in their own individual schools. The principal is a member of the Secondary Academic Leadership Team. This team of principals from successful middle and high schools is currently working on implementing a district wide continuous learning calendar designed to address student academic regression during the current long summer break, as well as exploring standards based grading and analyzing the correlation between student grades and assessment results.

The principal is also a member of the Council of Principals, a select group of elementary and secondary principals from high performing schools who meet with the superintendent each month for roundtable discussions. The council meetings have resulted in the call for the continuous learning calendar, as well as the implementation of Great Expectations and Core Knowledge in all elementary schools in the district. Because Belle Isle Enterprise has been a model for Core Knowledge, the principal serves as a member of the district Elementary Reform Committee. This October she gave a presentation on how to construct and use a data wall to all the district principals.

Core teachers (math, language arts, social studies, and science) collaborated with same subject teachers from across the district to develop a scope and sequence for each subject area. Many have served as members of district vertical teams and professional organizations. Teachers share their expertise with the school's college partners. The University of Central Oklahoma and Oklahoma Christian University pair education students with Belle Isle Enterprise teachers for student teaching and field experiences before placing them in other schools. Other universities such as the University of Oklahoma and Oklahoma City University regularly request to have their education students mentored by our teachers. In 2009, a middle school administrator from France completed his internship at Belle Isle Enterprise.

Representatives from schools both within and outside the district have visited the school and met with teachers to discuss the school's best practices. Most recently, teachers from a private suburban school met with the sixth grade team to gain information about Core Knowledge to help them implement the curriculum in their own school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The basis for Belle Isle Enterprise Middle School's curriculum is the Core Knowledge Sequence, a sequential learning series developed by E.D. Hirsch, a nationally acclaimed education reformer. The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge children should learn in American schools and offers a coherent plan that builds year by year, helping to prevent the many repetitions and gaps in instruction that can result from vague curricular guidelines. The curriculum stresses interdisciplinary units of study and is not textbook based. Teachers draw from a variety of resources to teach content. Grade level and fine arts teachers work in teams and meet for 90-minutes every other day to collaborate. Some adjustments in the Core Knowledge sequence, mainly in social studies, have been made to ensure all content areas covered on the state criterion-referenced tests have been taught.

An A/B block schedule and a longer school day allow students to take eight classes per semester. Students attend four 90-minute subject classes per day and a daily 25-minute advisory period devoted to reading. All students in grades 6-8 are required to take language arts, science, social studies, mathematics, and foreign language. Sixth grade students are required to take a semester of computer, a semester of physical education, and a year of music. Seventh and eighth grade students may take advanced courses in those subjects as elective classes. All sixth grade students take four 9-week classes which include Art, Health, Library Skills, and Seven Habits of Highly Effective Teens.

English classes study a variety of classical and modern literature. Authors include Shakespeare, Emily Dickenson, Robert Frost, Maya Angelou, and Langston Hughes. Writing is emphasized in all grades. Students learn to produce reports, poetry, descriptive essays, persuasive essays, and research papers. All seventh and eighth grade students take a required extra one-semester language arts enrichment class which focuses on writing. All Belle Isle students participate in the Accelerated Reader program for three years.

Belle Isle Enterprise students choose from a variety of mathematics classes depending on their abilities and developmental levels. Honors mathematics is offered to sixth grade students, and pre-algebra, Algebra I, and Geometry I are offered to seventh and eighth grade students. Students who take Algebra I and/or Geometry I earn high school credits for those courses. Individual instruction is provided to those students who excel in math. In 2010 an eighth grade student was able to earn two more high school math credits, Algebra II and Pre-Calculus. All seventh and eighth grade students take a required extra one-semester math exploration class which focuses on math in the real world and problem solving.

Sixth grade social studies classes concentrate on the study of ancient history, the Industrial Revolution in the United States, the French Revolution, and world religions. Seventh grade students study the 1900s-1940s in U.S. history with extensive units covering capitalism, WWI, and WWII. Eighth grade students study the 1950s-1970s in U.S. history, China, the Middle East, and Early American history. Geography is taught in all three grades.

Science classes at all grade levels are integrated (life, earth, and physical) science. Inquiry based learning is used in all grades to develop students' abilities and understanding of scientific concepts through the use of questioning and investigation. Students work in both collaborative and independent settings to explore scientific concepts. Instead of teaching science to students, teachers focus on teaching students how to be scientists.

All Belle Isle Enterprise students choose either French or Spanish as a core class for all three years. This extensive foreign language curriculum focuses on the four language skills of reading, speaking, listening,

and writing. Students, who attend the school for the full three years, leave eighth grade with a high school credit in Spanish or French.

All sixth grade students take a semester of physical education which focuses on healthy exercise, good sportsmanship, and teamwork. Seventh and eighth grade students can take a semester of P.E. as an elective class. All sixth grade students take a 9-week required health class taught by the school's fulltime registered nurse. The class concentrates on physical, mental, and social health and addresses current teen health issues such as obesity, illegal drug use, and teen suicide.

Fine arts classes include orchestra, band, vocal music, speech/debate, drama and visual arts. Students may also participate in fine arts extracurricular activities that include jazz band, strings ensembles, show choir, dance club, and digital photography. Each year the drama teacher produces an all-school play or musical with participation open to all students. Students serve as actors, technicians, stage directors, and are involved in all aspects of the production. Past productions include *Into the Woods*, *Oklahoma*, *Alice in Wonderland*, and *A Christmas Carol Remix*. Fine arts teachers incorporate Core Knowledge unit studies into their classes whenever possible.

2. Reading/English:

Belle Isle Enterprise's English curriculum follows the Core Knowledge Sequence with the philosophy that greater diversity leads to greater breadth and depth of learning. Much of the literature taught can be found in *Realms of Gold*, three volumes of poems, short stories, essays, speeches, and biographies. Students read novels which include Homer's *The Iliad* and *The Odyssey*, Jack London's *The Call of the Wild*, Mark Twain's *The Prince and the Pauper,* Pearl S. Buck's *The Good Earth*, and Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, as well as Shakespearean plays such as *Julius Cesar* and *Twelfth Night*. Other examples of student readings include poetry (Poe, Tennyson, Shelley, cummings, Hughes), essays and speeches (F.D. Roosevelt, Thurber, M.L. King), and short stories (Chekov, O. Henry, de Maupassant).

Becoming an effective writer allows students to develop their ideas to the fullest potential and to communicate those ideas to others. Students are taught the processes of writing essays, poetry, speeches, research papers, letters, and short stories. Eighth grade instruction emphasizes repeated expository writing. Students learn to examine their expository work with attention to unity, coherence, and emphasis. Paragraphs must have a unified focus, be developed with evidence and examples, and have transitions between them.

Students are given many opportunities for reading. Besides the required readings, Belle Isle Enterprise has implemented Accelerated Reader in all grades with great success. Teachers explain the individual reading levels to every student, ensuring that each student reads books of choice within his or her zone of proximal development. Twenty-five minutes a day is reserved exclusively for reading, and reading outside of school hours is a must in order for students to meet their individual reading goals for each quarter. Teachers receive weekly reports monitoring student progress towards reading goals.

A second required semester language arts class for all seventh and eighth grade students, language arts enrichment, was added to the school's master schedule this school year. The class has expanded the amount of language arts instruction time for these students.

All language arts teachers tutor students before or after school, and students are allowed to take tests and rewrite assessments until they reach competency. In place of an elective class, students at risk of not meeting state and/or school standards are served in an extra class, Learning Strategies, to receive the extra instruction they need.

3. Mathematics:

Belle Isle Enterprise Middle School offers a wide range of mathematics classes to serve students at their developmental levels. Teachers research best practices and use a variety of strategies to create a quality educational experience. Manipulatives are used for hands on learning, and students are encouraged and expected to work in cooperative groups learning from one another.

The sixth grade curriculum is designed for students to spend more time learning important math concepts such as working with decimals, fractions, percents, geometry, number sense, algebraic reasoning, and probability. Teachers regularly incorporate algebraic reasoning into different concepts , helping students build algebraic thinking skills. Advanced students are placed in an algebra readiness program.

The seventh grade curriculum is designed to continue the curriculum strand with more emphasis on algebraic reasoning within concepts. More advanced students take pre-algebra, and Algebra I is offered to students who are in the top twenty percent of advanced learners

Pre-Algebra is offered in sixth throughout eighth grades. Algebra I is offered to seventh and eighth grade students, and Geometry is offered in eighth grade. All students who take Algebra I and/or Geometry I earn high school credits for those courses.

Math Exploration is a second required semester math class for all seventh and eighth grade students. The inquiry-based class uses authentic learning and hands-on activities to develop mathematical understanding and conceptualizing (mathematical literacy). Students explore important mathematical topics in the form of situational problems that actively engage students with real-life problems.

MathScore, a web based program, is used in all grades. It provides individualized mathematical skills practice to students. The program provides scaffolding to give students the challenge they need at the right stages of learning particular concepts. The program can be accessed from home by students, and parents are able to check on their children's progress. The program provides data on all students. The data is color coded, and teachers can easily see when students do not understand a particular concept.

All math teachers tutor students before or after school, and students are allowed to take tests and other assessments until they reach competency. In place of an elective class, students at risk of not meeting state and/or school standards are served in an extra class, Learning Strategies, to receive the extra instruction they need.

4. Additional Curriculum Area:

Student's acquisition of essential science skills and knowledge, based on our school's mission, is achieved by the science department's integration and alignment of curriculum and technology. Through the science department's collaboration, students are able to acquire and learn concepts and skills during 6th grade, then build upon that learning and develop a deeper understanding through 7th and 8th grade.

One way the science department has achieved student learning goals is through the use of the Full Option Science System (FOSS) Middle School (life, earth, and physical science) curriculum. The science department has integrated lessons from the FOSS Chemical Interactions, Diversity of Life, Populations and Ecosystems, Forces and Motion, Weather and Water, Human Brain and Senses, and Earth History curriculum kits. The lessons are based on local and National Science Education Standards, contain embedded assessments, and reflect current research on learning. Students learn science by doing science as they are engaged in hands-on active learning and inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level. Reading, writing, and mathematics are integrated in the lessons through student readings, science journals, student projects, and the use of mathematics to quantify and

communicate results of investigations and experiments. Student progress is monitored through many formative and summative assessments, including teacher observations, student sheets, response sheets, student self-assessments, and end-of-module and summative exams. Students engage in interactive multimedia with all units to enhance and reinforce their understanding of scientific concepts.

Learning goals are also met through student projects such as the all-school Engineering Fair. Students are actively engaged and exposed to engineering concepts, skills, and careers as they compete individually and in teams with all grade levels. Student projects include electric motors, towers of straws that can hold a piece of wood, ping pong launchers from mouse traps, rubber band cars, and 83 or more Rube Goldberg machines.

The science curriculum's success is reflected in the high student performance on the state mandated science test given to all eighth grades students. The past five years' scores are as follows: Proficient=99% Advanced=25% (2005-2006), Proficient=99% Advanced=26% (2006-2007), Proficient=99% Advanced=42% (2007-2008), Proficient=100% Advanced=59% (2008-2009), and Proficient=100% Advanced=53% (2009-2010).

5. Instructional Methods:

All Belle Isle Enterprise Middle School teachers practice the *Essential Elements of Instruction* based on the research and theories of Madeline Hunter. The four skill areas of teaching to an objective, active participation, anticipatory set, and closure ensure that all information, questions, activities, and responses initiated by teachers are congruent with the objectives of all lessons and that all students are actively engaged in the learning.

Teachers provide assignments that challenge students to analyze information and to create with their new knowledge. Project-based instruction allows students to develop valuable research skills and to engage in design, problem solving, decision making, and investigative activities. Lessons require critical thinking and collaboration.   Most assignments allow for some degree of student choice, incorporate feedback and revision, and result in a publically presented product or performance.

Teachers also implement the practices of *Great Expectations*, a research-proven, reform model program combining the best practices of good teaching with the teaching of social competencies to students. The use of this integrated, holistic model teaches students to become self-directed learners, productive citizens, effective communicators, critical thinkers, and cooperative contributors in the classroom, as well as in society.

Reading goals are individualized for each student, and each student reads books of choice within his or her zone of proximal development. Student weaknesses in math are also addressed on an individualized basis. Directed by teachers, students use MathScore to work on specific areas of need. This online program reinforces and remediates basic math skills, allowing teachers more class time to concentrate on mathematical concepts and understanding. Weekly reports provide reading and math progress for all students which are used to direct intervention strategies.

A teacher developed intervention pyramid directs courses of action for students who need extra instruction. All teachers work with individual students before or after school, and students are allowed to take tests and other assessments until they reach competency. In place of an elective class, students at risk of not meeting state and/or school standards are served in an extra class, Learning Strategies, to receive the extra instruction they need.

6. Professional Development:

All Belle Isle Enterprise Middle School teachers receive training in Core Knowledge methodology to provide students with an accelerated curriculum for gifted students and regular education students which

teaches them a body of knowledge crucial for successful and productive communication in our society. The curriculum aligns with the district's AIM 1- Learning Focus to provide a consistent, research-based, rigorous, and relevant curriculum for students and the school's mission to prepare students for college. The continued use of Core Knowledge has resulted in high state test scores not limited to math and reading, but also in history, geography, science, and writing.

Teachers receive training in Great Expectations methodology, which focuses on creating a positive school climate of mutual respect and high expectations conducive to student learning as well as best practices for effective instruction. The program is aligned with the district's AIM-5 to provide a safe, secure, inviting, and orderly school environment and complements the school's goal of a climate of mutual respect.

Teachers receive training in Essential Elements of Instruction which provides them with the skills and practices they need to give students the best instruction possible. EEI, based on the research and theories of Madeline Hunter, focuses on the four skill areas of teaching to an objective, active participation, anticipatory set, and closure ensures that all students are actively engaged in the learning. EEI has resulted in high student achievement in all subject areas.

Belle Isle Enterprise has begun training staff in Professional Learning Communities to build a solid foundation of strategies for substantive, sustained school improvement, moving schools from a focus on teaching to a focus on learning. The principal and two teachers attended the PLC at Work Institute in June 2008 and presented information to the staff. Two more teachers attended in June 2009 and four in June of 2010. The goal is to continue to send four teachers each year until all are trained.

A school professional development plan was developed from a teacher inventory completed in the spring of 2010. The plan identified professional development needs which included more training in specific content areas and time for vertical teams to collaborate. This year two language arts teachers attended the NCTE conference and two math teachers attended the NCTM conference. Funding and time was designated for three collaboration days for each core subject vertical team.

7. School Leadership:

The leadership philosophy of Belle Isle Enterprise Middle School is based on the concept of shared decision making, direct involvement by parents and the community, and the need for school reform. This philosophy is greatly influenced by the works of authors James M. Kouzes and Barry Z. Posner, *The Leadership Challenge*, and Leon McClean and Marvin Fairman, *Enhancing Leadership Effectiveness*.

The Enterprise school model is a site-based model that mirrors many of the attributes of charter schools. The school is governed by a board of directors voted upon by a not-for-profit organization, BIEMS, Inc., comprised of parents and community members. The board and district administrators choose the principal who is then approved by the district school board. The principal is responsible for carrying out the goals and policies of both boards. The school receives a per-pupil general funds allocation, an approximate $2,000,000.00 total budget, to operate the school. Financial decisions are determined at the school level, which ensures all expenditures align with school goals and student needs.

The BIEMS, Inc. board and the principal share a commitment to *challenge the process* in education today. School systems in America still follow a 1920s Industrial Age model, dysfunctional in our current Informational Age. School leaders have created and sustained a school that is a center of learning, rather than the traditional place of teaching.

A second commitment of the leaders is to *inspire a shared vision*. The school's annual goals are specific, follow a timeline, are based on data, and anchored in sound theory and practice, and align with the school's mission. The BIEMS, Inc. president is a member of the school's academic leadership team chaired by the principal, and the annual school improvement plan is approved by the parent board of directors. As all stakeholders are involved in creating the school goals, they move quickly from simply implementing those goals to becoming advocates for those goals.

Enabling others to act, a third commitment, carries out the philosophy of leadership at all levels. All teachers are members of teams organized by grade-level and subject area. Team meetings are used to plan interdisciplinary lessons, align curriculum, and discuss strategies for students who need extra help. Overall school decisions are discussed and decided in one of two teams, an operational team and an academic team. Membership of each team is comprised of a teacher from each grade and subject area.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6   Test: Grade 6 Mathematics

Edition/Publication Year: 2010-2007/2006   Publisher: Data Recognition Corporation (DRC)/Harcourt Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	87	80	92	94	97
Advanced	48	38	31	34	46
Number of students tested	154	149	145	103	132
Percent of total students tested	100	99	99	99	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					
Proficient/Advanced	89	79	87	95	98
Advanced	52	39	27	27	42
Number of students tested	85	77	63	66	59
2. African American Students					
Proficient/Advanced	79	66	91	94	100
Advanced	43	27	14	19	22
Number of students tested	28	37	22	31	32
3. Hispanic or Latino Students					
Proficient/Advanced	90	81	90	83	100
Advanced	52	37	28	22	80
Number of students tested	29	27	29	18	20
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Proficient/Advanced	90	85	95	97	94
Advanced	45	46	37	44	46
Number of students tested	78	68	81	39	71

NOTES: In 2009, the state department made two changes that impacted school scores throughout the state. The cut score for the sixth grade math test was changed. In order to reach proficiency, students had to answer seven more questions correctly than in past years. Students in sixth grade must now correctly answer 62% of the items correctly to be deemed proficient in math in comparison to 46% in 2008. The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

11OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6   Test: Grade 6 Reading

Edition/Publication Year: 2010-2007/2006   Publisher: Data Recognition Corporation (DRC)/Harcourt Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	95	89	95	96	98
Advanced	11	12	17	8	16
Number of students tested	153	149	145	104	128
Percent of total students tested	99	99	99	100	97
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					
Proficient/Advanced	94	86	92	94	96
Advanced	6	10	16	2	16
Number of students tested	85	77	63	66	57
2. African American Students					
Proficient/Advanced	89	89	95	94	100
Advanced	11	5	18	0	9
Number of students tested	27	37	22	31	32
3. Hispanic or Latino Students					
Proficient/Advanced	97	93	97	94	95
Advanced	7	4	7	0	15
Number of students tested	29	27	29	18	20
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Proficient/Advanced	99	88	96	98	97
Advanced	13	19	20	13	19
Number of students tested	78	68	81	40	68

NOTES: In 2009, the state department made two changes that impacted school scores throughout the state. The cut score for reading in sixth grade was changed. In order to reach proficiency, students had to answer three more questions correctly than in past years. Students in sixth grade now must correctly answer 72% of the items to be deemed proficient in reading in comparison to 64% in 2008. The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

11OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics　　　　　　Grade: 7　　　Test: Grade 7 Mathematics

Edition/Publication Year: 2010-2007/2006　　　Publisher: Data Recognition Corporation (DRC)/Harcourt Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	90	85	97	97	98
Advanced	41	43	28	51	38
Number of students tested	141	148	104	109	121
Percent of total students tested	99	96	100	97	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					
Proficient/Advanced	91	79	98	95	98
Advanced	45	30	28	53	35
Number of students tested	76	73	46	55	65
2. African American Students					
Proficient/Advanced	88	81	94	96	95
Advanced	30	26	26	38	11
Number of students tested	33	27	31	26	19
3. Hispanic or Latino Students					
Proficient/Advanced	85	87	100	95	100
Advanced	41	27	27	68	27
Number of students tested	27	30	15	19	22
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Proficient/Advanced	92	84	98	100	99
Advanced	49	51	24	53	46
Number of students tested	65	77	45	55	71

NOTES: In 2009, the state department made two changes that impacted school scores throughout the state. The cut score for the seventh grade math test was changed. In order to reach proficiency, students had to answer four more questions correctly than in past years. Students in seventh grade must now correctly answer 60% of the items correctly to be deemed proficient in math in comparison to 51% in 2008. The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

11OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 7   Test: Grade 7 Reading

Edition/Publication Year: 2010-   Publisher: Data Recognition Corporation (DRC)/ Harcourt
2007/2006   Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	94	96	98	99	98
Advanced	23	39	21	33	33
Number of students tested	139	148	104	110	121
Percent of total students tested	97	96	100	99	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					
Proficient/Advanced	95	96	98	98	95
Advanced	23	31	20	31	22
Number of students tested	74	74	46	55	65
2. African American Students					
Proficient/Advanced	94	71	97	100	100
Advanced	9	21	10	27	26
Number of students tested	32	28	31	26	19
3. Hispanic or Latino Students					
Proficient/Advanced	88	93	93	95	100
Advanced	19	37	13	42	23
Number of students tested	26	30	15	19	22
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Proficient/Advanced	95	99	100	100	97
Advanced	32	45	24	34	39
Number of students tested	65	76	45	56	71

NOTES: In 2009, the state department made two changes that impacted school scores throughout the state. The cut score for reading in seventh grade was changed. In order to reach proficiency, students had to answer five more questions correctly than in past years. Students in seventh grade now must correctly answer 68% of the items to be deemed proficient in reading in comparison to 58% in 2008. The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

11OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 8   Test: Grade 8 Mathematics

Edition/Publication Year: 2010-2007/2006   Publisher: Data Recognition Corporation (DRC)/Harcourt Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	96	92	100	92	97
Advanced	64	44	50	29	39
Number of students tested	138	111	118	103	122
Percent of total students tested	99	100	99	97	99
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					
Proficient/Advanced	96	96	100	95	97
Advanced	63	52	36	25	44
Number of students tested	71	50	36	57	63
2. African American Students					
Proficient/Advanced	93	93	100	80	95
Advanced	54	27	32	33	33
Number of students tested	28	29	19	15	21
3. Hispanic or Latino Students					
Proficient/Advanced	100	87	100	100	95
Advanced	62	40	79	10	40
Number of students tested	29	15	19	21	20
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Proficient/Advanced	95	93	100	93	97
Advanced	68	46	50	35	32
Number of students tested	66	54	62	60	66

NOTES: In 2009, the state department made two changes that impacted school scores throughout the state. The cut score for the eighth grade math test was changed. In order to reach proficiency, students had to answer eight more questions correctly than in past years. Students in eighth grade must now correctly answer 62% of the items correctly to be deemed proficient in math in comparison to 44% in 2008. The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

11OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 8   Test: Grade 8 Reading

Edition/Publication Year: 2010-   Publisher: Data Recognition Corporation (DRC)/Harcourt
2007/2006   Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	91	92	98	100	99
Advanced	25	44	18	21	19
Number of students tested	139	111	119	104	121
Percent of total students tested	100	100	100	99	98
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					
Proficient/Advanced	90	96	94	100	98
Advanced	21	52	17	14	16
Number of students tested	71	50	36	58	63
2. African American Students					
Proficient/Advanced	86	93	100	100	100
Advanced	11	28	16	13	14
Number of students tested	28	29	19	16	21
3. Hispanic or Latino Students					
Proficient/Advanced	90	87	95	100	95
Advanced	28	40	32	14	5
Number of students tested	29	15	19	21	20
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Proficient/Advanced	96	93	98	100	100
Advanced	30	46	19	28	26
Number of students tested	67	54	63	60	65

NOTES: In 2009, the state department made two changes that impacted school scores throughout the state. The cut score for reading in eighth grade was changed. In order to reach proficiency, students had to answer five more questions correctly than in past years. Students in eighth grade now must correctly answer 70% of the items to be deemed proficient in reading in comparison to 60% in 2008. The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

11OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	91	85	96	95	97
Advanced	51	41	36	38	41
Number of students tested	433	408	367	315	375
Percent of total students tested	99	98	99	98	99
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					
Proficient/Advanced	92	84	94	95	98
Advanced	53	39	30	34	41
Number of students tested	232	200	145	178	187
2. African American Students					
Proficient/Advanced	87	80	94	92	97
Advanced	42	27	24	29	22
Number of students tested	89	93	72	72	72
3. Hispanic or Latino Students					
Proficient/Advanced	92	85	95	93	98
Advanced	52	33	43	33	48
Number of students tested	85	72	63	58	62
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Proficient/Advanced	92	87	97	97	97
Advanced	54	48	38	44	42
Number of students tested	209	199	188	154	208

NOTES: In 2009, the state department made two changes that impacted school scores throughout the state. The cut scores for the math test in grades three through eight were changed. In order to reach proficiency, students in these grades had to answer more questions correctly than in past years. The adjustments were as follows: sixth grade=7, seventh grade=4 and eighth grade=8. Students in sixth grade must now correctly answer 62% of the items correctly to be deemed proficient in math in comparison to 46% in 2008. The percentage in seventh grade rose from 51% to 60% and in eighth grade from 44% to 62%. The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

11OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	93	92	97	98	98
Advanced	19	30	19	21	22
Number of students tested	431	408	368	318	370
Percent of total students tested	99	98	99	99	98
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					
Proficient/Advanced	93	92	94	97	97
Advanced	16	28	17	15	18
Number of students tested	230	201	145	179	185
2. African American Students					
Proficient/Advanced	90	85	97	97	100
Advanced	10	17	14	12	15
Number of students tested	87	94	72	73	72
3. Hispanic or Latino Students					
Proficient/Advanced	92	92	95	96	97
Advanced	18	25	16	19	15
Number of students tested	84	72	63	58	62
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Caucasian					
Proficient/Advanced	97	93	98	99	98
Advanced	24	36	21	26	28
Number of students tested	210	198	189	156	204

NOTES: In 2009, the state department made two changes that impacted school scores throughout the state. The cut scores for reading in grades three through eight were changed. In order to reach proficiency, students in these grades had to answer more questions correctly than in past years. The adjustments were as follows: sixth grade=3, seventh grade=5, eighth grade=5. Students in sixth grade now must correctly answer 72% of the items to be deemed proficient in reading in comparison to 64% in 2008. The percentage needed in seventh grade rose from 58% to 68% and in eighth grade from 60% to 70%. The second change to impact state scores was the definition of which students were to be considered full-academic year (FAY). Before 2009, students were designated as FAY if they attended the same school from one test date to the next (April 2007-April 2008). In 2009, students who enrolled in a school at the beginning of the testing year were designated as FAY, which added many more student scores.

11OK5