

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

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

Official School Name Classen School of Advanced Studies  
(As it should appear in the official records)

School Mailing Address 1901 N. Ellison Avenue  
(If address is P.O. Box, also include street address)

Oklahoma City, Oklahoma 73106-4251  
City State Zip Code+4 (9 digits total)

Tel. ( 405 ) 556-5070 Fax. (405) 556-5080

Website/URL www.okcps.org/hs/classen\_sas Email rmmaxfield@okcps.org

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 31, 2003

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

Name of Superintendent Dr. Pamela Powell, Interim Superintendent  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Oklahoma City Public Schools Tel. (405) 587-0000

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 31, 2003

Name of School Board  
President/Chairperson Mr. Clifford Hudson  
(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 31, 2003

## Technical Specifications

Please keep the following requirements in mind when completing the application. Failure to comply will result in the school's application not being reviewed.

1. **Eligibility.** To be eligible, the school must completely fill in the cover sheet and all sections of the application. For example, the school must give a street address even if the mailing address is a post office box number, provide the nine-digit zip code, the school's Web address, and the email address.
2. **Paper, Spacing, and Type Size.** All responses must be typed on white paper, single-spaced, with one-inch margins on right, left, top, and bottom. Use normal spacing between lines, as in the example in the box below.

Print size must not be reduced smaller than 11-point computer font, the same physical size as the Times New Roman font used in this box. Do not use condensed or compressed type; the font style used should be easily reproducible.
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3. **Copies.** Each school submits three copies (the original plus two) of the completed application. The original and copies must be without any additional covers or folders and stapled in the upper left-hand corner. The signed original should be printed on one side. To minimize environmental impact, the two copies may be photocopied on both sides of the paper. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.
4. **Electronic Files.** The school also submits the application on a 3.5-inch floppy disk that contains the entire application. The file must be written in Microsoft Word in PC format; the assessment tables may be in either Word or Excel in PC format.
5. **Cover Sheet.** Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (All of these signatures may not be applicable for private schools; write N/A in the space where the position or its equivalent is not applicable.)
6. **Pagination.** Paginate the application and number all pages consecutively including the appendices.
7. **Format.** Narrative answers to questions are generally limited to one-half page, approximately 200 words. No attachments to the application are allowed except for the school assessment tables and subgroup norms/standards supplied by publishers needed to interpret assessment data. Any other attachments will be discarded.
8. **Submission.** All applications are submitted to the U.S. Department of Education at the following address:

J. Stephen O'Brien  
*No Child Left Behind – Blue Ribbon Schools Program*  
Office of Intergovernmental and Interagency Affairs  
U.S. Department of Education  
400 Maryland Avenue SW, 5E205  
Washington, DC 20202-3521

## **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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The 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.
5. 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.
6. 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

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

1. Number of schools in the district:       62   Elementary schools  
   10   Middle schools  
   0   Junior high schools  
   9   High schools  
  
   91   TOTAL     \* +10 centers—alternative sites
2. District Per Pupil Expenditure:      \$4800   
    Average State Per Pupil Expenditure:      \$3000

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- [ X ] Urban or large central city  
 [ ] Suburban school with characteristics typical of an urban area  
 [ ] Suburban  
 [ ] Small city or town in a rural area  
 [ ] Rural
4.   5   Number of years the principal has been in her/his position at this school.  
       \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students 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
<b>K</b>				<b>7</b>	55	75	130
<b>1</b>				<b>8</b>	59	69	128
<b>2</b>				<b>9</b>	64	79	143
<b>3</b>				<b>10</b>	53	71	124
<b>4</b>				<b>11</b>	67	85	152
<b>5</b>				<b>12</b>	50	80	130
<b>6</b>	52	82	134	Other	NA	NA	NA
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>941</b>

6. Racial/ethnic composition of the students in the school:
- 62.0 % White
  - 21.4 % Black or African American
  - 5.6 % Hispanic or Latino
  - 7.4 % Asian/Pacific Islander
  - 3.6 % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 8.82%

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	69
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	83
<b>(4)</b>	Total number of students in the school as of October 1	941
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.0882
<b>(6)</b>	Amount in row (5) multiplied by 100	8.82%

8. Limited English Proficient students in the school: 3.7%  
35 Total Number Limited English Proficient

Number of languages represented: 6  
Specify languages: English, Spanish, Asian

9. Students eligible for free/reduced-priced meals: 31.5%

296 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: 6.7%  
63 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>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness
<u>1</u> Emotionally Disturbed	

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>4</u>	<u>0</u>
Classroom teachers	<u>56</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	_____	_____
Support staff	<u>15</u>	<u>0</u>
Total number	<u>75</u>	<u>7</u>

12. Student-“classroom teacher” ratio: 15:1

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	93.6	93.0	92.5	91.2	93.3
Daily teacher attendance	94.7	93.9	93.9	94.1	94.0
Teacher turnover rate					
Student dropout rate	0.1	0.4	0.2	1.4	0.6
Student drop-off rate	3.5	2.0	-3.5	5.1	2.2

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>125</u>
Enrolled in a 4-year college or university	<u>80%</u>
Enrolled in a community college	<u>10%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>3%</u>
Military service	<u>2%</u>
Other (travel, staying home, etc.)	<u>1%</u>
Unknown	<u>1%</u>
<b>Total</b>	<u>100 %</u>

## **PART III - SUMMARY**

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Classen School of Advanced Studies (CSAS), located in Oklahoma City, is the premiere school of its kind in the state of Oklahoma. A highly-selective public specialty school, CSAS offers qualifying students in the grades six through twelve a rare and dynamic educational opportunity in the eight-block schedule setting. Two complementary and challenging programs are offered: the world-recognized International Baccalaureate Diploma Program (IB) and the nationally recognized Visual and Performing Arts Program. Since the inception of the program, Classen has awarded 78 full IB Diplomas to four graduating classes. Many visual and performing art awards, both state and national, have been received.

The International Baccalaureate Program is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated secondary school students aged 16 to 19. The programme incorporated the best elements of national systems without being strictly based on any one. The goal of the programme is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. In the 30 years since its founding, the IB diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the master of subject content and the development of the skills and the discipline necessary for success in a competitive world. Colleges and universities do well to encourage the enrollment of these able young scholars.

The visual/performing arts program includes majors in band, dance, drama, guitar, piano, strings, visual arts, and vocal music. Students must take at least two courses in their major each year, in addition to their college preparatory curriculum. A senior recital, performance, or exhibition is a culminating activity. Students who complete all required curriculum are awarded a diploma of distinction.

Classen School of Advanced Studies, obviously, is a unique institution. It respects the public trust in the education of a diverse student population and is proactive in the delivery of a system of education that encompasses the following:

- 1) Enhances student learning by offering capable students challenging work in the IB or VPA program;
- 2) Develops healthy, creative, and innovative citizens; and
- 3) Ensures successful transition for graduates by providing support and direction in selecting a college, university, or conservatory/fine arts institution.

The vision of CSAS is to challenge students to be prepared to compete in both conservatories/fine arts institutes and/or selective higher education institutions and stresses in them a sense of excellence. The mission is as follows:

The Classen School of Advanced Studies is a unique institution that respects the public trust in the education of a diverse population and is proactive in delivering a system of education based on accepting nothing less than excellence.

Classen School of Advanced Studies is accredited through the North Central Association of Schools and colleges as a college preparatory school and by the Commission on International and Trans-Regional Accreditation as an accredited international school.



## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Public Schools

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at the 55<sup>th</sup> percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state’s interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
- c. Attach all test data to the end of this application and continue to number the pages consecutively.

## **Private Schools**

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement at or above the 55<sup>th</sup> percentile on assessments referenced against national norms at a particular grade, or at or above the 55<sup>th</sup> percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data*. Limit the narrative to one page.
  - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
  - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.

- c. Attach all test data to the end of this application and continue to number the pages consecutively.

### **For Public and Private Schools**

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The school uses achievement data in at least three formats to triangulate results to make assumptions about achievement trends. Standardized test score, random assessments of key concepts/skills and students grades are the elements used to assess student progress. Articulation among and between standards is accomplished by a desegregation of content areas using a benchmark point to delineate strength/weakness. Prescriptive plans are written to address individual and group deficiencies within a content area.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The Explore (8<sup>th</sup>) and PLAN (10<sup>th</sup>) tests are given each year. These tests are part of the ACT program and give a direct correlation to the ACT assessment designed for junior and seniors. Classen held separate night meetings for eighth and tenth grade parents and students to distribute and explain the test results. At these meetings, a PowerPoint presentation as well as a question and answer period was utilized to help parents understand the significance of the tests. The tenth grade parents were encouraged to have their students take the ACT test in April or June of their junior year. The Explore and the PLAN test both give estimates of predicted score on the ACT.

The guidance department schedules a parent/student meeting with all rising ninth graders. This meeting is approximately 30-45 minutes in length. At this meeting, the counselor discusses the academic future of the student as well as the career goal/plan of the student. Because Classen is a college preparatory school, the meeting is extremely important for student preparation to apply to highly selective colleges and universities.

Assessment data is distributed to parents by mailings as well as direct contact. The Iowa Test of Achievement and Proficiency and the Oklahoma End of Instruction tests are mailed at the end of the school year in addition to the final report card of the student.

The community is informed of Classen test results by the local newspaper and the television stations. Oklahoma issues a "Report Card" for each Oklahoma school and these results are widely published in the media. This "Report Card" publishes data about test results, attendance trends, dropout rates, and enrollment for each

4. Describe in one-half page how the school will share its successes with other schools.

The school's success is shared with other schools in various ways. The principals in the district meet together each month to share best practices. Through quarterly meetings, the counselors discuss with other district counselors ideas, methods, and programs that encourage the students to excel. Partnerships with other districts across the state allow the school to mentor other schools with similar programs such as orchestra, fine arts, and music.

Presentations are made by our administrators at national and state organizations such as NASSP and CCOSA on topics ranging from enhancing school climate to increasing API scores. The school's administration, counselors, and teachers present at local, state, and national conferences on education.

Additionally, the school hosts a variety of academic events on campus to provide an avenue to showcase the students, staff, and programs. Many schools across the state and nation access the school's website to learn more about the school and the programs. Educators across the state will come to the

school to tour and discuss with the faculty, students and administration how to transfer successful programs to their schools. The Oklahoma State Department of Education often uses the school to highlight the programs and methodology to other schools seeking leadership and guidance in their programs.

## PART V – CURRICULUM AND INSTRUCTION

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1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Classen’s curriculum is aligned and formed upon objectives that prepares students for college entrance. Our curriculum is standards driven using national benchmarks that define the most rigorous applications and academic excellence. Foreign language is a required portion of student programs and begins with a survey course in the 6<sup>th</sup> grade. Students pick a language to pursue in 7<sup>th</sup> or 8<sup>th</sup> grade and work to attain fluency. It is expected that each student will perform at the 90 percentile on college entrance measures.

To prepare students to perform at that level, students are enrolled in advanced course work, which is accelerated by college admissions standards. Students are taught to analyze and critique literature in all genres and to write convincing essays. Additionally, students utilize research to support their thesis statements.

Students are taught to critically analyze and problem solve through experimentation in science and examination of issues presented in geo-political arenas.

Math is integrated in areas of science and research analysis as well as learning skills required for college matriculation. Students must possess skills in foreign language that allow them to be conversational in their chosen area of study and they must not only demonstrate that knowledge in written form but orally as well.

Technology is integrated in all areas of the curriculum as is fine arts. The learning environment embraces the essences of what each discipline contributes to the understanding of the student and how he/she relates to the world.

2. **(Elementary Schools)** Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

**(Secondary Schools)** Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English language curriculum focuses upon the skills for effective communication, including effective writing and oral presentation. A different section of literature is studied at each grade level. For example, the juniors study the literature of the United States including poetry, novels, short stories, essays, fiction and non-fiction. In addition to the study of literature, the students are expected to write an in-depth research paper about an aspect of American literature. Theory analysis is stressed in all genres and students are taught to express their theories through analyses of research, comparison and contrast of literary vehicles and written expression. Writing skills and grammar review are taught simultaneously to encourage and reinforce the importance of the written word.

Because Classen is a 6-12 school, the faculty has an excellent opportunity to work to improve reading skills at all levels. “Reading across the curriculum” is enhanced by the close proximity of the faculty within the departments and inside the building. Since students come to Classen for seven years, the teachers are able to monitor the progress of each student’s reading ability. All departments are encouraged to include reading, as part of their everyday lesson plan and teachers are able to do this because of the block scheduling at Classen. Before students enter Classen, they are provided a summer reading list to enhance and improve their skills before the next year.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Because Classen School of Advanced Studies is, in part, a visual/performing arts school, the fine arts curriculum is a vital element in the success of the students. Many of the graduates matriculate to fine arts institutions and conservatories where they are able to further pursue their love of the arts.

State graduation requirements also require each student to attain four credits (2 units or years) of the fine arts and pass a criterion-referenced test demonstrating their proficiency in basic fine art objectives.

Sixth graders also experience an introductory experience in the fine arts by rotating through a variety of fine arts classes.

Faculty members teaching in the fine arts are artists themselves and, therefore, creativity and dedication is further encouraged. In fact, all types of artistic expression is encouraged and the learning environment is definitely pro-arts.

Numerous concerts, recitals, performances, and shows highlight the year for Classen students.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The integration of technology allows students instant access to information and research material. On-line course work enhances student contact with a variety of instructional techniques and multiplies the total points for curriculum dissemination.

Students spend a great deal of time producing "real world" products through project work. Organization, management, research and development, and time line consideration are methods, which incorporate subject matter details in a realistic manner.

Students develop portfolios to accent strengths and present a "picture" of their skills and curricular knowledge. This process allows students to review and evaluate what they know and need to learn to be productive in an academic setting at institutions of higher learning.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

All Classen staff members are required to earn 75 hours (points) of continuing education/professional development over a five-year period. While some of the course content is dictated by the local and state governing agencies, many workshops/conferences/seminars are at the discretion of the individual teacher, thereby allowing anyone to expand his/her horizons in many directions. As an IB/VPA school, Classen can appreciate this. Many of the students are extremely talented in a number of areas, and this allows the teachers to stay abreast of many areas of knowledge.

Many district trainings are also ongoing, such as the VISION program, which allows math teachers access to a compilation of math standards across the nation as well as data tracking, lesson content, and support programming.

Staff members have also been engaged in TLC, Technology Literacy Certification training. This training teaches participants Front Page, technical ability, teaching across the curriculum, etc. Each participant upon completion of the program is given a laptop computer for his/her use.

Instructors at Classen even engaged in taking a portion of the ACT and having it graded, so that they might better understand the skills needed to do well on such an important college admissions' instrument.

All in all, many professional development areas are addressed; teachers have the capacity, from this training, to directly impact student improvement.



## **SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10th Test End of Instruction English II

Edition/publication year Current Publisher McGraw Hill/Riverside

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded; absentees did not test.

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

**Advanced** – Students consistently demonstrate a thorough understanding of the knowledge and skills expected of all students at the End-of-instruction in English II. In addition to demonstrating a broad and in-depth understanding and application of all knowledge and skills at the satisfactory performance level, students scoring at the advanced level typically: are consistently effective in analyzing, evaluating, and interpreting abstract text: demonstrate an in-depth understanding of a broad variety of literary forms: regularly apply a wide variety of research strategies for organizing and interpreting factual information: demonstrate a thorough understanding of correct standard English usage: consistently display a sophisticated understanding of literary elements and techniques and their effect on the development of the various literary forms, *including the connections between them*.

**Proficient** – Students demonstrate a general understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II. These skills are demonstrated in reading process, responding to text, information and research, grammar/usage and mechanics, and literature. Students scoring at the satisfactory level typically: use a wide range of strategies to comprehend, interpret, and evaluate secondary level reading material (both fiction and nonfiction): demonstrate a general understanding of a wide variety of literary forms: use basic research strategies to organize and interpret factual information: display a general understanding of correct use of standard English: and demonstrate a general understanding of how literary elements and techniques affect the development of, and the connections between a variety of literary forms.

**Basic** – Students demonstrate a partial understanding of the knowledge and skills expected of all students at the End-of-instruction in English II. Students scoring at the limited knowledge level are inconsistent in demonstrating the satisfactory level competencies. They typically use a limited number of strategies to comprehend, interpret, and evaluate secondary level reading material: demonstrate some understanding of the various literary forms: use simple research strategies to organize and interpret factual information: display partial understanding of correct standard English usage: demonstrate an understanding of some basic literacy elements and techniques and their affect on a limited number of literary forms when explicitly stated.



## SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April			
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	98	98			
At or Above Proficient	91	88			
At Advanced	26	25			
Number of students tested	113	152			
Percent of total students tested	98	99			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	100	100			
At or Above Proficient	91	50			
At Advanced	9	50			
2. <u>African American</u> (specify subgroup)					
At or Above Basic	84	93			
At or Above Proficient	69	80			
At Advanced	23	6			
3. <u>Caucasian</u> (specify subgroup)					
At or Above Basic	100	98			
At or Above Proficient	97	90			
At Advanced	29	31			
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	83	90			
State Mean Score	NA	NA			
At or Above Proficient	61	64			
State Mean Score	NA	NA			
At Advanced	7	7			
State Mean Score	NA	NA			

**\*See note below**

**\*\*See note below**

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

**\*End of Instruction Test in English has only been given for the past two years. Therefore, we are only able to report the above scores.**

**\*\*End of Instruction Test in Math does not begin until April, 2003.**



**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 12 (Mathematics) Test ACT Assessment

Edition/publication year Current Publisher ACT, Inc.

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	N/A	N/A	N/A		
<b>SCHOOL SCORES</b>					
Total Score	<u>22.9</u>	21.8	21.7		
Number of students tested	113	129	118		
Percent of total students tested	95	100	98		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1.African American (specify subgroup)	19.1	19.2	17.8		
2.American Indian (specify subgroup)	24.4	20.5	20.2		
3.Caucasian (specify subgroup)	24.2	22.7	24.1		
4.Hispanic (specify subgroup)	23.0	24.5	32.0		
5.Asian (specify subgroup)	26.4	26.1	28.2		

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score	20.6	20.7	20.7		
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	5.0	5.0	5.0		