

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

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

Official School Name Deer Creek Prairie Vale Elementary School
(As it should appear in the official records)

School Mailing Address 22522 North Pennsylvania Avenue
(If address is P.O. Box, also include street address)

Edmond Oklahoma 73003-9100
City State Zip Code+4 (9 digits total)

Tel. (405) 359-3170 Fax (405) 359-1819

Website/URL www.deercreek.k12.ok.us Email jonest@deercreek.k12.ok.us

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

(Principal's Signature) Date _____

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

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

District Name Deer Creek Public Schools Tel. (405) 348-6100

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 _____

Name of School Board
President/Chairperson Mr. Kent Pinson
(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 _____

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

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

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
- 4 TOTAL

2. District Per Pupil Expenditure: \$4,960.00
- Average State Per Pupil Expenditure: \$5,925.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 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
K	32	40	72	7			
1	31	45	76	8			
2	38	28	66	9			
3	48	31	79	10			
4	46	34	80	11			
5	52	47	99	12			
6				Other	9	4	13
TOTAL STUDENTS IN THE APPLYING SCHOOL							485

6. Racial/ethnic composition of the students in the school: 86% White
2.5% Black or African American
3.5% Hispanic or Latino
1% Asian/Pacific Islander
7% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 6%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	469
(5)	Subtotal in row (3) divided by total in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: less than 1%
2 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 7.5% *Based on current enrollment of 485
36 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: 17 %
83 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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>30</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>20</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>23</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>36</u>	<u>1</u>

12. Student-“classroom teacher” ratio: 20-1

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	<u>96.7%</u>	<u>95.8%</u>	<u>96.3%</u>	<u>96.6%</u>	<u>95.2%</u>
Daily teacher attendance	<u>98.2%</u>	<u>98%</u>	<u>97%</u>	<u>N/A</u>	<u>N/A</u>
Teacher turnover rate	<u>1 of 30</u>	<u>2 of 25</u>	<u>1 of 23</u>	<u>0 of 14</u>	<u>2 of 14</u>
Student dropout rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Student drop-off rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

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

NA

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 (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III - SUMMARY

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.

Deer Creek Prairie Vale Elementary is located in Edmond, Oklahoma, in the Deer Creek School District. We currently have 486 students from Kindergarten through Fifth Grade and a Special Education Pre-School. **Our mission is 'to serve as a caring community that challenges all learners to achieve their maximum potential' which is an outgrowth of our implementation of 'No Child Left Behind'.** You can find our mission posted throughout our halls and classrooms. Our strong community relationship means that families are involved in the entire life of the school on a daily basis including the summer months. Our learning environment extends beyond the classroom to our outdoor learning center, which is maintained by parent volunteers and utilized for all curricular areas. In addition, we have more than 20 sub-committees from which parents can choose their level of involvement.

Students love coming to Prairie Vale because we have a committed faculty that makes learning individualized for every student. Our learning environment extends beyond our classrooms. We offer an accelerated individualized curriculum beginning in Kindergarten and children progress through Prairie Vale performing at very high levels. Our current population is relatively new to Prairie Vale; either through a re-districting process or they have entered Prairie Vale within the last two years because the district is growing. For example, 45% of our 2003 Fifth Grade class have been at Prairie Vale for two years or less. Our rapid pace curriculum and individualized learning have allowed us to get students on track for success in a minimal amount of time. Our current average 5th grade student reads at a 6.5 grade equivalent. Our students are engaged in a wide variety of co-curricular opportunities; Honor Chorus, Basketball, Art, Academic Team, Conflict Managers, Poetry Club, a three day outdoor 5th grade camp, and computer class just to name a few.

Our highly professional staff creates research-based programs to meet the needs for all of our students. We use data on which to base our instruction and pilot, create, or emulate quality programs to meet student needs. Almost 20% of our teachers are National Board Certified or in the process of certification. We have 40% of our staff who have obtained a Masters degree. Staff meetings in vertical teams are an established practice so that all core areas have a strong scope and sequence to provide consistency in instruction. Staff present regularly at the local and state levels on best practices. Our staff and school have won numerous awards over the past 5 years; Presidential Medal for Math and Science finalist for Oklahoma 2003, Perfect Academic Performance Index Score 2002, National Board Principal's Award 2002, PE Program Named One of Top Three In Oklahoma, and many more. We have created our own 'Hands On Grammar' program that educators from across the state come to see and model.

Our students are continually recognized for outstanding achievements. We have received accolades for having a State Spelling Bee Champion, a regional winner competing at State in the National Geography Bee, award winning artists at the State Fair of Oklahoma, students published in the National Anthology of Young Poets, and numerous other honors.

We believe that children rise to meet the expectations that are set before them. We set high standards for our entire school: staff and students, and as a result, we have been able to build one of the strongest elementary schools in Oklahoma **consistently ranked over the past five years as one of the highest achieving elementary schools in the state. However, we are most proud of the tremendous yearly progress that our students and school continue to make each year.**

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. *Narrative to describe results in such a way that someone not intimately familiar with the tests can easily understand them.*

In Oklahoma, every Third and Fifth Grade child takes a State mandated test each year. Third Grade took the Iowa Test of Basic Skills from 1997-2001, and then the state changed to the Stanford 9 Achievement Test in 2001-2002. In Fifth Grade, students take the Oklahoma Criterion Reference Test, which is designed to assess schools on their progress toward meeting the state Priority Academic Student Skills.

School results are measured in Fifth Grade by the percent of students passing at various performance levels. Oklahoma calculates the percent by dividing the number of students scoring in a given performance level by the total number of students tested.

Third Grade test results are reported in National Percentile Rankings. During the 1997-1998 school year our Third Grade students performed at the 70th NPR in Reading. In 2001, our Third Grade students scored an 88th NPR on the Stanford 9 Achievement Test. While the tests are different, the publishing company for Stanford 9 did provide an equating study (*attached*) so that growth could be compared between the two tests. By applying the equating study our Third Grade scored an equivalent of 90th NPR in 2001-2002. Also, in 2001-2002 the State reported the percent of students at each quartile so that comparisons could be made. Our Third Grade students **have gained 20 percentile points in Reading during the last five years, as well as leading Oklahoma by an average of more than 19 percentile points annually.**

In Mathematics, our Third Grade students have also shown great achievement. In 1997-1998 our students performed at the 76th NPR on the Math Total on the Iowa Test of Basic Skills. In 2001-2002, our students scored at the 81st NPR on the Stanford 9 Achievement Test. Again, applying the equating study in order to compare the two tests, the equivalent score would be at the 88th NPR. Our students have **gained 12 NPR in the last five years in Mathematics.**

In Fifth Grade the Oklahoma Criterion Reference Test has changed slightly over the course of the last five years. In 1998-1999 results were reported in Satisfactory and Unsatisfactory in Reading and Mathematics. Students were not scored using the current standards: unsatisfactory, limited knowledge, satisfactory, and advanced until 1999-2000. In 1998-1999 100% of our students were satisfactory in Reading and 98% satisfactory in Mathematics. Over the next three years Oklahoma began to provide more information for the school in using the four performance categories. In 1999-2000 we had 34% advanced in Mathematics and 34% advanced in Reading. In 2000-2001 we had shown **great progress in having 60% advanced in Mathematics** (a 26% increase) and **65% advanced in Reading** (a 31% increase). During the 2001-2002 school year the Reading test was restructured and the results do not directly correlate to the previous years. However, the students maintained a 99% passing rate with 32% obtaining advanced scores. In Mathematics, it was similar with the students achieving a 93% passing rate and maintaining an outstanding 46% advanced score for 2001-2002. State results in the four categories were also provided for comparison. **Over the last five years our Fifth Grade has performed, on average, at the 99% passing level in Reading and 96% passing in Mathematics.** In comparison, the state level has averaged 70% passing in Math and 76% passing in Reading over the last five years. Our Fifth grade continues to lead the state in all core areas.

- A. The state is beginning to report disaggregated data, but we have no sub-categories that meet the state requirement for sufficient data of 15 students in any one category.
- B. There have been no students excluded from testing from 1999-2001. All students take the State mandated assessments. Before 1999 it was a parental choice whether or not to have a child take the State achievement test if they were in Special Education. Hence, some children were excluded because of their Individual Education Plan and assessed through multiple and varied individual assessments with the Special Education teacher.
- C. Test Data Attached.

2. *How we use assessment data to understand and improve performance*

The significant growth shown in Third Grade Reading (20 NPR) and Math (12 NPR) over the last five years is directly related to our analysis of data as we examined weaker areas and implemented program strategies (such as instruction in systematic phonics, phonemic awareness and math computational skills) to target those weaker areas. We use the STAR Reading and Math assessments at least five times each year which gives us a norm-referenced comparison and allows us to **specifically monitor growth throughout the year** and from one year to the next. **Formal and informal assessments are part of the daily routine at Prairie Vale**, whether it is a performance based assessment in speaking with a specific rubric for identifying standards, a comprehensive phonics or phonemic awareness assessment, or a math computation timed test. We use assessment data in PE, Media, and all core areas. Our Physical Education department looks at data for students reaching the National Fitness Award and makes program adjustments to maximize yearly progress. Our Media Specialist monitors circulation data, and our classroom teachers and principal monitor all core areas. The staff has spent time in professional development learning how to convert NPR results to 'z' scores because we are a high performing school and we do not accept plateaus of no growth just because our school is strong. **We disaggregate our own data to look at issues** such as, mathematics performance of boys versus girls. All of our instructional decisions and program developments are based on the analysis of student data.

3. *How the school communicates student performance to parents, students, and community.*

We are always eager to share our outstanding performance with the school and community. **Every Friday we host an all-school assembly ‘Antler Alert’ where parents attend in great numbers** to see students recognized for academic and character counts achievements. In addition, each year the Principal hosts an **annual Curriculum Coffee** where she outlines all of the previous years test results and program developments. She explains how the tests are interpreted and how the school uses the results to enhance instruction. It is a wonderful opportunity for parents to ask questions and look at sensible graphs that have been designed to explain how to interpret our school results. We also send home an annual Report Card for the school that outlines student performance and results to the community. The school **hosts two parent and teacher conferences each year** to discuss student performance on a personal level with families. Students in the upper grades accompany their parents to the conferences and discuss goals for the upcoming semester and recent accomplishments. **We have 98% of our families attend parent and teacher conferences.** We have a monthly school newsletter where we frequently communicate about student performance, and every classroom also has a weekly or monthly newsletter which gives each teacher the opportunity to share about student performance in his or her own classroom. The Prairie Vale web-site is particularly useful for new families who are researching our performance history. **We have a web page designated for achievement information** that can be accessed by people around the world. Most importantly, **all state test results are handed out in person to parents** so that explanations can be given and we can make sure that they have a clear understanding of their own child’s performance.

4. *How the school will share its successes with other schools.*

Sharing our school success has been part of our professional growth since we were given recognition for having a perfect Academic Performance Index in 2001-2002 and schools began calling us for program ideas. **We enjoy sharing our programs and strategies with other schools for meeting and exceeding adequate yearly progress.** Recently, our school was recognized for having one of the ‘Top Three PE Programs in Oklahoma’. We have been inundated with requests to visit our PE program, and **we host visits** from PE teachers from across the state. This is typical of our staff. Our doors are always open to **model instructional techniques or programs** that have been designed to enhance instruction. Because of our ranking as the top elementary school in Oklahoma we have an outstanding reputation and we are often **consulted for local media stories** about our instructional practices and honors. We are currently **planning a professional development summer workshop** for our Hands on Grammar and Math Master programs that we have created because schools are always calling to find out what programs and methods we are using to obtain outstanding results. We have also **taken the initial steps to be accepted as presenters at some national conferences**, such as the National Board for Professional Teaching Standards Conference in 2003-2004.

PART V – CURRICULUM AND INSTRUCTION

1. *Describe the school's curriculum*

Our District Curriculum Guide is vertically aligned in all core areas from K-12 and it is the basis for our instructional practices and scope. The curriculum is built on a six-year renewal cycle to match the Oklahoma textbook adoption cycle. During the 1998-1999 and 1999-2000 school years, teachers and administrators rewrote the entire curriculum based on national standards and current educational research. Our curriculum incorporates the Oklahoma Priority Academic Student Skills while **extending to put in place Deer Creek curriculum with standards beyond the Oklahoma PASS requirements.** The curriculum guide is a working document in which every program, strategy, or unit that we use is in direct relation to the curriculum standards.

Our staff truly believes in our mission that all 'children should maximize their potential'. A student who is working beyond grade level is still expected to maximize his potential through accelerated curriculum that emphasizes skills and challenges on his or her academic level. **Grade level expectations are in place as the minimum expectation for all students.** Children who find grade level work challenging and laborious are given extra instructional time and individualized teaching to make sure that they feel successful.

Opportunities for children to excel in the curriculum are abundantly available because teachers know that hands-on, inquiry based learning motivates children to want to learn. Intrinsic motivation is a powerful tool in the heart of a child. We use instructional techniques that make children want to learn more, ask questions, and explore. Basic skills (such as math computation) are emphasized where students can set personal challenges to reach new levels and master the curriculum step by step. **Foreign language (Spanish) is specifically taught twice each week for the entire year to Fourth and Fifth Grades.** Our emphasis on technology begins in Pre-Kindergarten and extends through Fifth Grade with an integrated learning system designed to enhance individualized instruction. Our curriculum offers an array of opportunities for all learning styles and abilities. Children pursue their interests through weekly elective enrichment classes. The electives range from learning to play the guitar, drama, science exploration, orienteering, archery, writing composition, and piano keyboarding. Our curriculum is rich in opportunity and it excites childhood curiosity.

All of our instruction is based on research and assessment of data, and we design programs, pilot new techniques and implement new strategies based on that research and achievement data. **A systematic scope and sequence has been developed across the grades** so those teachers on one grade level (and vertically) are working together and hosting collaborative discussions on a daily basis. For instance, we have a strong emphasis on phonics that enhances literacy acquisition throughout the elementary years. Teachers have collaborated to create research-based programs where children are introduced to the skill of reading, writing, math, scientific inquiry and understanding historical significance, and they are encouraged to delve into those subjects and discover the excitement. Children read condensed classics beginning in Third Grade and study poets in Fifth Grade such as Alfred Tennyson and Robert Frost. Every student takes timed math computational assessments at least twice each week to prepare a strong foundation to enhance their problem solving skills. We have devised our own language program that incorporates vocabulary development and grammar through hands-on manipulation of language, activities, songs, and multi-sensory teaching. Our Middle School has shared our instructional results in the outstanding performance of our students as they enter Sixth Grade. **Citizenship and personal character are woven into the life of the school throughout all curriculum areas.** We want our students to obtain an education that is rich in diversity and founded upon core educational practices that have been proven through research (international, national, or site-based) to excite children and be effective instructional tools.

2. *Describe the school's reading curriculum and why the approach was chosen*

We have made a 20 NPR growth in Third Grade Reading over the last 5 years because we are using an approach that encourages children to read and they develop a genuine love for reading. Our instructional program **is focused on the six areas that are supported through national research: phonemic awareness, systematic phonics, spelling, fluency, vocabulary, and comprehension.** We have strong instruction in all of these areas, but it is what we do 'beyond the basics' that makes us a great haven for children to grow as readers and consequently '*Leave No Child Behind*'. We begin in Pre-Kindergarten with high expectations for all children to develop a strong phonemic awareness through song, dance, and rhyme. By First Grade, we have started teaching children to set their own reading goals and help children realize that they have choices about their literacy future. **The Media Center is the hub of our school and circulation has increased 50% over the last 5 years** because we have emphasized more self-selected reading and goal setting by students. The staff has developed our own hands-on grammar (known as HOG by the children), vocabulary, and spelling programs that work in alignment with strong reading development. We have a Poets Club, Classics Book Club, and Award Winning Book Club to give students more opportunities to engage in quality and classic pieces of literature. By the Third Grade children are engaging in condensed classics and beginning to talk about authors such as Herman Melville, Jack London, and Rudyard Kipling. It is a common practice for our Fifth Grade students to begin to read some original classic literature. This approach was chosen so that Reading is taught through fundamental, research based principles, and interwoven throughout all curricular areas so that **students are engaged in reading as a way of life, and not just a subject at school.**

3. *Describe one other curriculum area of the school's choice*

We can honestly say that our students love Mathematics. We are firm advocates that children must believe in themselves to achieve at high levels. Children who are bored, struggling, or scared are not going to become strong mathematicians. We begin the year by assessing each student through multiple and varied tasks until we reach the point at which each child is challenged and ready for new learning. We have spent countless hours studying research, collaborating, observing other schools, and modeling our program to incorporate **differentiated teaching methods so that all children are challenged in Mathematics.** By the time children are in Fifth Grade it is a regular routine for a teacher to prepare four or five different lessons for one class (from Fifth grade to Pre-Algebra) with the basic level always maintaining grade appropriate curriculum. Our results reflect our accelerated and challenging curriculum. Last year, our Fifth grade had 46% of our students score advanced in Math. In comparison, the state average was 18%. Our Third grade had 63% in the upper quartile in comparison to the state with 27% in the upper quartile. We use daily math routines that are consistent throughout the school to enhance concept development, mental math, problem solving and computation at all grade levels. The continual discussion and analysis of Mathematics through the class meetings provides re-teaching opportunities and time for students to talk about Math as a collective team. We created our own site-based math master computational and critical thinking skills program where students are recognized on a weekly basis for reaching proficiency levels. During the last three years we have grown from 4 levels of competency to 13 to meet the growing demands of our students as they exceed our goals. Every student at Prairie Vale is challenged in math. **Every student excels at a level that is challenging and personally rewarding.**

4. *Describe the different instructional methods used to improve student learning*

We have spent hours examining current research, observing other schools, attending professional development and national conferences, holding collegial discussions, and hosting other schools just to make sure that we understand the best instructional practices, and that we are giving our students every opportunity to improve student learning. We use cooperative learning with specific roles assigned so that group work reaches the highest level of interaction. **The entire staff analyzes the amount of multi-sensory models of instruction that we are offering to meet the wide range of learning styles in our school.** When we realize that an area is not promoting ultimate student achievement then we look to find new models or create our own model, such as our staff created Hands On Grammar program that gives **visual, auditory, and kinesthetic strategies** for teaching Language. We also think it is important to **help students discover their own learning style** so that they will know how to improve their own study skills and understand techniques that will help them continue as successful students. We believe that **direct instruction, discovery learning, and group work are all substantial components** of a successful school. You can walk in any of our rooms, on any given day, and see a wide range of skillful strategies that rely on the latest brain research. You could see a teacher using music to enhance memory and thinking to techniques that rely on repetition through song, fingerplays, and poetry for long-term memory acquisition.

5. *Describe the school's professional development program and its impact on improving achievement*

We are a professional community where teachers set high standards for themselves through National Board Certification and continuation of our advanced degrees. The Principal is the instructional leader working together with staff leaders in all core areas including the Arts and Technology. Each teacher has an area of expertise and they are the staff trainers in that domain. Professional Development money is spent to send teachers to nationwide training in areas where we feel growth is needed. Once a teacher is fully trained then he or she returns to train the rest of the staff or introduce us to a new technique or program. The entire staff attends specific training if it is a school-wide initiative, such as training in *Accelerated Reader*, *Literacy First*, or most recently, *Schools Attuned*. Our staff teaches other colleagues at state curriculum conferences and one-on-one consultations. Several staff are members of the Oklahoma Core Curriculum Committee to examine the Criterion Reference Testing and State Priority Skills. Also, grade level teams meet at least once each week to discuss curriculum and instruction. Once a month the entire school has an extended planning time where vertical teams meet to discuss site improvement efforts or curriculum focal points. Each year we concentrate on different research to study. Articles and books are read by the entire staff (such as our study of *The Differentiated Classroom* by Carol Ann Tomlinson). Sometimes one grade level team reads a particular book because it is indicative of that phase of child development or curriculum. As examples, in 2001 we focused on brain research for teaching and learning; in 2002 we focused on differentiated teaching in Math, and in 2003 we are beginning our study of strategies for managing differences in learning to reach all children. **We realize that a knowledgeable teacher can take instruction to the next professional level, and with every level there comes new success for a child.**

STATE CRITERION-REFERENCED TESTS
FIFTH GRADE READING

Grade 5

Test Oklahoma Core Curriculum Test

Edition/publication year Annual

Publisher Harcourt (2000-2002) Riverside (97-99)
 *Oklahoma CRT questions/content remained the same.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded except for 1997 and 1998 Special Education students as a parent request through the Individual Education Plan. Those students were assessed through multiple and varied assessments: Woodcock Johnson, STAR Reading, DRA, Slosson, and many more individual assessments.

Number excluded 0

Percent excluded 0 (Last three years)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Feb.	Feb.	Feb.	March	March
SCHOOL SCORES					
TOTAL PERCENT PASSING	99%	100%	98%	100%	100%
Unsatisfactory	0%	0%	2%	0	0
Limited Knowledge	1%	0%	2%	NA	NA
At or Above Satisfactory	67%	35%	62%	100%	100%
At Advanced	32%	65%	34%	NA	NA
Number of students tested	57	43	50	49	40
Percent of total students tested	100%	100%	100%	82%	98%
Number of students excluded	0	0	0	11	1
Percent of students excluded	0	0	0	18%	2%
STATE SCORES					
TOTAL % PASSING	72%	75%	76%	80%	76%
Unsatisfactory State Score	8%	NA	NA	NA	NA
Limited Knowledge State Score	20%	NA	NA	NA	NA
At or Above Satisfactory State	64%	NA	NA	NA	NA
At Advanced State Score	8%	NA	NA	NA	NA

STATE CRITERION-REFERENCED TESTS
FIFTH GRADE MATHEMATICS

Grade 5

Test Oklahoma Core Curriculum Test

Edition/publication year Annual

Publisher Harcourt (2000-2002) Riverside (97-99)

*Oklahoma CRT questions/content remained the same.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded except for 1997 and 1998 Special Education students as a parent request through the Individual Education Plan. Those students were assessed through multiple and varied assessments: Key Math, STAR Math, Oklahoma Proficiency Based assessment, end of unit assessments, site based standards assessments, and many more individual assessments.

Number excluded 0

Percent excluded 0 (last three years)

	2001- 2002	2000- 2001	1999- 2000	1998- 1999	1997- 1998
Testing month	Feb	Feb	Feb	March	March
SCHOOL SCORES					
TOTAL PERCENT PASSING	93%	97%	98%	98%	95%
Unsatisfactory	0	0	2%	2%	5%
Limited Knowledge	7%	2%	2%	NA	NA
At or Above Satisfactory	47%	37%	62%	98%	95%
At Advanced	46%	60%	34%	NA	NA
Number of students tested	57	43	50	49	40
Percent of total students tested	100%	100%	100%	82%	98%
Number of students excluded	0	0	0	11	1
Percent of students excluded	0	0	0	18%	2%
STATE SCORES					
TOTAL % PASSING	72%	72%	85%	85%	82%
Unsatisfactory State Score	5%	NA	NA	NA	NA
Limited Knowledge State Score	23%	NA	NA	NA	NA
At or Above Satisfactory State	54%	NA	NA	NA	NA
At Advanced State Score	18%	NA	NA	NA	NA

REFERENCED AGAINST NATIONAL NORMS
THIRD GRADE READING

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 3

Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? None excluded

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	February				
SCHOOL SCORES		Next	Chart	Next	Chart
Total Score	88 NPR				
Number of students tested	62				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
Percent at Quartile 4 76-99 NPR	79%				
Percent at Quartile 3 51-75 NPR	13%				
Percent at Quartile 2 26-50 NPR	5%				
Percent at Quartile 1 0-25 NPR	3%				
STATE SCORE NPR	60 NPR				
Percent at Quartile 4 State Score	31%				
Percent at Quartile 3 State Score	31%				
Percent at Quartile 2 State Score	22%				
Percent at Quartile 1 State Score	16%				

*To demonstrate yearly progress an equating study is supplied by the publisher to show 88 NPR on the Stanford is an equivalent of 90 NPR on the Iowa Test of Basic Skills. The previous yearly results were based on the ITBS.

REFERENCED AGAINST NATIONAL NORMS
THIRD GRADE READING

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 3 Test IOWA Test of Basic Skills

Edition/publication year 9th Edition Publisher Riverside

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded except for 1997 and 1998 Special Education students as a parent request through the Individual Education Plan. Those students were assessed through multiple and varied assessments: Woodcock Johnson, STAR Reading, DRA, Slosson, and many more individual assessments.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month		February	April	March	March
SCHOOL SCORES	New Test				
Total Score		85 NPR	79 NPR	79 NPR	70 NPR
Number of students tested		53	42	40	40
Percent of total students tested		100	100	82%	98%
Number of students excluded		0	0	9	1
Percent of students excluded		0	0	18%	2%
STATE SCORES NPR		66 NPR	NA	59 NPR	58 NPR

REFERENCED AGAINST NATIONAL NORMS
THIRD GRADE MATHEMATICS

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 3

Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? None Excluded

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	February				
SCHOOL SCORES		Next	Chart	Next	Chart
Total Score	81 NPR				
Number of students tested	64				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
Percent at Quartile 4 76-99 NPR	63%				
Percent at Quartile 3 51-75 NPR	25%				
Percent at Quartile 2 26-50 NPR	10%				
Percent at Quartile 1 0-25 NPR	2%				
STATE SCORES NPR	56 NPR				
Percent at Quartile 4 State Score	27%				
Percent at Quartile 3 State Score	30%				
Percent at Quartile 2 State Score	29%				
Percent at Quartile 1 State Score	15%				

*To demonstrate yearly progress an equating study is supplied by the publisher to show 81 NPR on the Stanford is an equivalent of 88 NPR on the Iowa Test of Basic Skills. The previous yearly results were based on the ITBS.

REFERENCED AGAINST NATIONAL NORMS
THIRD GRADE MATHEMATICS

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 3

Test IOWA Test of Basic Skills

Edition/publication year 9th Edition Publisher Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded except for 1997 and 1998 Special Education students as a parent request through the Individual Education Plan. Those students were assessed through multiple and varied assessments: Key Math, STAR Math, Oklahoma Proficiency Based assessment, end of unit assessments, site-based standards assessments, and many more individual assessments.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	New	Feb	April	March	March
SCHOOL SCORES	Test				
Total Score		88 NPR	78 NPR	82 NPR	76 NPR
Number of students tested		53	42	40	39
Percent of total students tested		100%	100%	82%	98%
Number of students excluded		0	0	9	1
Percent of students excluded		0	0	18%	2%
STATE SCORES NPR		68 NPR	NA	69 NPR	66 NPR