

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Deer Creek Middle School
(As it should appear in the official records)

School Mailing Address 6025 N.W. 206th Street
(If address is P.O. Box, also include street address)

Edmond OK 73003-9314
City State Zip Code+4 (9 digits total)

Tel. (405) 348-6100 X3 Fax (405) 359-3163

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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 _____

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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (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 |
| _____ | Other (Briefly explain) |
- 4 TOTAL
2. District Per Pupil Expenditure: \$5,264.03
- Average State Per Pupil Expenditure: \$5,684.00

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. 3 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					7	68	81	149
1					8	73	72	145
2					9			
3					10			
4					11			
5					12			
6	109	85	194		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								488

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 87 | % White |
| 3 | % Black or African American |
| 3 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| 5 | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 5 %

(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.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	445
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 1 %
1 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Farsi

9. Students eligible for free/reduced-priced meals: 10 %
49 Total Number Students Who Qualify

If this method does not produce 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: 12 %
60 Total Number of Students Served

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

1	Autism	___	Orthopedic Impairment
___	Deafness	10	Other Health Impaired
___	Deaf-Blindness	35	Specific Learning Disability
___	Hearing Impairment	14	Speech or Language Impairment
5	Mental Retardation	1	Traumatic Brain Injury
___	Multiple Disabilities	___	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)	2	0
Classroom teachers	24	6
Special resource teachers/specialists	4	1
Paraprofessionals	0	1
Support staff	3	0
Total number	33	8

12. Average school student-“classroom teacher” ratio: 18-1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96.4%</u>	<u>96.6%</u>	<u>96.4%</u>	<u>96.5%</u>	<u>96.0%</u>
Daily teacher attendance	<u>98.5%</u>	<u>98.06%</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Teacher turnover rate	<u>2 of 26</u>	<u>3 of 26</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Deer Creek Middle School, a rural school located in Edmond, Oklahoma, just north of the Oklahoma City, consists of grades six through eight with a population of 488 students. **Our mission statement, “Inspired by a tradition of excellence, we will provide opportunities for students to become independent thinkers, lifelong learners, and responsible citizens with a vision for the future,” reflects the expectation of our community for high student achievement and drives our curriculum, instruction, and programming, enabling our students to excel. This mission reflects our community’s dedication to ensure we have No Child Left Behind.**

Deer Creek Middle School values research-based decision-making and the implementation of best-practices instruction in our school. Our school organization focuses on both vertical (subject area) and horizontal (grade level) teacher teams, who meet regularly to make the best decisions for our students’ education. These teams of teachers work within a curriculum renewal cycle to examine curriculum, instructional practices, and student achievement data. Faculty find ongoing opportunities to attend professional development seminars and to review current literature in education. **The result of this effort is that DCMS students consistently perform at high achievement levels on both state and national exams and rank at the top among Oklahoma schools according to the state Academic Performance Index (API).**

Deer Creek Middle School is committed to the middle-level philosophy as it applies to providing best-practices education to young adolescents. **We provide opportunities to develop the whole child – intellectually, emotionally, socially, and physically.** Program components include those found in exemplary middle schools: interdisciplinary instruction, advisor-advisee, exploratory, transition, athletic, extracurricular, and guidance/counseling. Also important to our service to children is our Student Academic Support (SAS) program. This program provides all students with additional opportunities to develop academically, meeting the needs of gifted and talented, traditional, and struggling students as it provides tutoring and other academic assistance. SAS coordinators regularly monitor grades, work with classroom teachers to determine how to best provide help to students, and provide another communication link between the school and home.

At Deer Creek Middle School, there is an emphasis to ensure that our students, faculty, and community members are safe. Discipline plans are regularly examined and revised to effectively provide students with a positive school atmosphere that is safe and respectful. DCMS works closely with Deer Creek High School to develop common disciplinary procedures that allow our students to know and rise to our high district expectations. Teacher teams work with the Safe School Committee to routinely discuss student actions, needs, and concerns. A full-time Oklahoma County Sheriff Deputy serves our students as a School Resource Officer, providing our school and community with additional supervision of students and, most importantly, with preventative education in areas of risk for adolescents.

Deer Creek Middle School provides an excellent education opportunity for all students, supported by a dedicated faculty, well-developed curriculum and instruction program, quality middle-level programming, strong discipline procedures, and a community that values our school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school's assessment results in reading and mathematics.

Oklahoma law mandates that all eighth grade students are tested with a criterion-referenced exam that aligns with Oklahoma curriculum, Priority Academic Student Skills (PASS). The results of these exams, reported at four levels, indicate our students' progress toward mastery of the PASS competencies. Student test scores are reported as the percentage of students performing at Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory levels of mastery. As well, Oklahoma law mandates that all students enrolled in Algebra I are given an End-of-Instruction exam that correlates with PASS. Again, exam results are reported as the percentage of students performing at Advanced, Satisfactory, Limited Knowledge and Unsatisfactory levels of mastery. In accordance with No Child Left Behind, all Deer Creek Middle School students are given these examinations and their scores reported accordingly. **The scores of all students are included in the statistics found within this report.**

Deer Creek Middle School eighth grade students consistently perform at a high level in mathematics. They show outstanding achievement levels on both the Oklahoma Eighth Grade Mathematics Criterion Referenced Test (CRT) and on the Algebra I End-of-Instruction Exam. Over a four-year period, **90% of all eighth grade students (including Traditional Learners, Special Education IEP Students, High Mobility Students, and English Language Learners) have scored at a Satisfactory or Advanced level of mastery on the Eighth Grade Criterion Referenced Test in Mathematics.** Over a four-year period, only 2% of all Deer Creek Middle School eighth graders have scored Unsatisfactory. Remediation for those students was provided to ensure that missed skills were retaught. Assessment data is presented to the Superintendent of Schools and the Board of Education annually as the district looks for continuity and improvement in its schools.

In 2003, eighth grade students enrolled in Algebra I were given the Oklahoma End-of-Instruction Exam. All students scored at the Limited Knowledge level or above with 93% Satisfactory and 77% at the Advanced level. No Deer Creek Middle School student scored Unsatisfactory on this exam.

Deer Creek Middle School eighth grade students consistently perform at a high level in reading. Over a four-year period, approximately 90% of our students scored Satisfactory or Advanced on the Reading Criterion Referenced Exam. In 2003, no Deer Creek Middle School eighth grade student scored Unsatisfactory on this exam.

2. Show how the school uses assessment data to understand and improve student and school performance.

High achievement levels in student growth can be directly correlated to continued analysis of data, including the results of the Oklahoma Criterion Referenced Tests, Oklahoma End-of-Instruction Exams, nationally-normed tests such as Iowa Test of Basic Skills and STAR Math and Reading tests, EXPLORE, and formal and informal classroom assessments, particularly routine diagnostic tests in mathematics. Test data is analyzed in terms of overall school and individual student performance, as well as detailed examination of mastery of specific learning objectives. Deer Creek Middle School administers achievement exams each spring to all students, as well as administering STAR Math and Reading assessments at least three times each year and math diagnostic exams at least quarterly to monitor individual student growth.

The school utilizes academic vertical teams in each subject area to diagnose areas of strength and areas of learning that need improvement. Curriculum and instructional practices are maintained and strengthened in high performing areas. Areas of weaknesses are examined, and teachers make recommendations for improvement in both curriculum content and instructional methods. As well, assessment of achievement

levels in particular groups and their enrollment in appropriate classes is important to our school. An example is our continued monitoring of achievement scores of boys and girls, particularly in science and mathematics. Working through the vertical teams ensures continuity, as teachers in grades six through eight meet to ensure that skills are introduced, taught, and mastered at the appropriate level. As well, these vertical teams work with both fifth grade and high school teachers to ensure mastery of curriculum and successful transition of students throughout the school years. Continued analysis of assessment data is one important function of these teams necessary for continued high achievement and further improvement.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

Deer Creek Middle School faculty is proud of our students and anxious to share their hard work resulting in high achievement levels. **We share their successes through a variety of formal and informal means.** A **school report card** that includes school statistics and annual assessment data is sent home to parents at the conclusion of each school year. Individual student assessment reports are included with this report card allowing parents to determine both school and student performance. Eighth grade assessment information on the EXPLORE exam is given personally to each parent and student at a winter conference, providing a clear understanding of their own child's performance and recommendations for successful transition to high school. Two additional **conferences** are held each fall and spring for all DCMS parents, enabling parents and teachers to assess student progress and determine recommendations for improvement. Approximately ninety percent of our patrons attend conferences. In the fall, the principal holds a coffee for all parents of incoming sixth grade students with approximately 90% of parents attending this event. She reviews curriculum and instructional expectations and shares with them DCMS achievement levels on varied assessments. **Ongoing informal communication** occurs daily as faculty utilize email, phone calls, and other means to notify parents of ongoing student progress. The school provides **deficiency notices** on a routine basis to parents, as well as **progress reports** at mid-semester. **Report cards** are sent home at the end of each semester. **The school posts assessment data on its website, as well as all teachers having individual web sites** to provide parents with information regarding individual classrooms.

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

Deer Creek Middle School is proud to share our successes and, likewise, we benefit from other high-achieving schools sharing their successes with us. As a top school in our state according to the Oklahoma Academic Performance Index, we are routinely contacted by other schools. We are happy to share our curriculum and instructional programs and practices, as well as information regarding other middle-level programming. These include clubs-oriented advisor/advisee program, transition programs for successful movement into and out of Middle School, our model for 21st Century Classrooms, Basic Math Skills program, and Student Academic Support (SAS) program. We are open to school visits, sharing information booklets, and providing faculty members for presentations. We have a well-developed school web site that is also accessible by other schools. The Oklahoma State Department of Education has invited our school and district to present information regarding our curriculum and instruction practices that result in high Academic Performance Indexes within our state. Our faculty is currently working to increase the number of opportunities we have to present our programs to others, including presenting at the Oklahoma Middle Level Education Association and Great Expectations workshops this spring.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum.

Deer Creek School District has in place well-developed vertical teams in each core academic area who work together to align our K-12 curriculum. **This curriculum is developed through a Six-year Curriculum Renewal Cycle that requires each academic vertical team to examine their curriculum guide each year in terms of Study and Design, Textbook Adoption, Professional Development, Implementation, Monitor and Refine, or Evaluation.** These teams are required to look at the content and instructional practices in terms of national standards, Oklahoma PASS curriculum requirements, and current research and best practices in education. The Deer Creek Curriculum Guide is a working document that is continually examined and revised for school improvement.

Deer Creek Middle School faculty recognizes the potential in our students and works diligently to provide a program of study that allows each child to reach his or her potential. Gifted and talented students are expected to work in an enriched and/or accelerated program that emphasizes higher level content and thinking skills. Our traditional learners are expected to learn in depth at their own grade level. Struggling learners are expected to achieve at grade level, while being given additional time and assistance to ensure their success.

The key to success at Deer Creek Middle School is our strong curriculum and the instructional programs that have been developed to deliver the content and skills to our students. **These instructional decisions are based on both research and best practices in education, as well as assessment of our school and student data.** Basic skills are important for young adolescent students. To ensure the development and retention of basic skills, instruction in these areas is implemented in every academic area. Quarterly review and assessment of basic math skills includes addition, subtraction, multiplication, and division of whole and mixed numbers, decimals, fractions, and integers. This program provides the foundation for student success in higher-level math. Two language arts courses in literature and composition are required each year. Literature class continues to reinforce basic reading skills to enable students to examine literary elements. Composition class emphasizes the grammar and mechanics skills needed to develop varied modes of writing. The recently implemented 100 Essential Facts for each grade level class in science and social studies will ensure that DCMS students have a solid knowledge of essential content in life, earth, and physical science, as well as in geography, civics, United States history, and world history. Our arts program focuses on elements and principles of visual art and basic music skills in instrumental and vocal music. Technology classes ensure that students are receiving basic keyboarding instruction to allow students to easily maneuver the keyboard when learning varied software applications such as PowerPoint, Inspiration, Word, Excel, Page Maker, and Photo Shop.

Curriculum and instruction at DCMS, however, goes well beyond the needed basic skills. We offer an enriched and advanced curriculum in all core academic areas. Students are provided with Language Arts instruction at all grade levels that is supported by the College Board Advanced Placement Program. Vocabulary development centers on Greek and Latin word history, as well as vocabulary within the literature studied in class. Individual student reading development is an important component of the literature program that includes enriched studies of literary elements. Many of our students are accelerated in our math, taking high school courses in Algebra I and Geometry at the middle school level. As well, grade level math students consistently score at an advanced level on state examinations. Spanish I and French I are offered at DCMS for high school credit. Pre-Advanced Placement Physical Science is offered to eighth graders for high school credit, as many of our students score high in the science areas on national exams including ITBS and ACT. Art classes include art production, art history, and art literacy.

2 *Describe the school's English language curriculum.*

Deer Creek Middle School students continue to perform at a high level in language arts and reading. Test scores in these areas throughout the middle school years continue to rise, having increased consistently over the past three years. In particular, on nationally-normed achievement tests given in language arts and reading in March, 2003, sixth grade students showed a 5 NPR growth on both their reading and language arts scores, while seventh grade students demonstrated a 6 NPR growth. This improvement to already strong scores is a direct result of programming changes over the past three years.

Deer Creek Middle School language arts faculty have worked through the vertical team to improve instruction. We feel time on task in the academic classroom is key to student success. Therefore, all students, grades six through eight, are required to take two language arts courses each year. Literature and composition classes are required to ensure time needed to cover this extensive language arts curriculum. Literature courses focus on reading and literary skills. Accelerated Reader is utilized to monitor individual instruction in reading, while literary elements are taught within the grade level class. Composition class focuses on instruction in grammar and mechanics and on the development of writing in the various modes. The faculty has implemented a focus on vocabulary development and spelling skills through a program developed to teach Greek and Latin prefixes, root words, and suffixes. Learning these word parts will enable our students to decode and understand many different words as they move to higher-level courses. Research is an important component of composition class. All students are expected to write a well-developed, high quality five-paragraph essay by the completion of Middle School.

At the end of eighth grade, 90+% of our students consistently score Satisfactory or Advanced on the Oklahoma Reading Criterion Referenced Exam. In March of 2003, no eighth grade student was considered Unsatisfactory in Reading.

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

Deer Creek Middle School understands the importance of every child becoming a mathematician with independent thinking and lifelong learning skills. The 21st Century will demand a strong grasp of arithmetic and math concepts in the work force. Math teachers utilize multiple instructional strategies and assessments to ensure these high results. Whole group, small group, and individualized assistance are used to instruct students. Multiple resources, including technology, are utilized in the math classroom. Students are asked to complete mathematics projects that apply their use of math skills to real-world situations. We prepare our students by assessing and supporting student progress throughout the year. This system of assessment allows us to monitor student understanding of math concepts, resulting in strong math scores at the end of each year. Basic Math Skills (BMS) program reviews and assesses arithmetic skills including addition, subtraction, multiplication, and division of whole and mixed numbers, fractions, decimals, and integers each quarter of the school year. The goal of BMS is to strengthen skills and hold students accountable for maintaining their learning. **Over the past three years since the implementation of Basic Math Skills program, computation scores on nationally-normed exams have shown an increase in test scores of 23 NPR points at the sixth grade level and 14 NPR points at the seventh grade level.**

Strong arithmetic skills form the foundation for outstanding performance in higher-level mathematics. **Consistently, 95+% of DCMS eighth grade students score Satisfactory or Advanced on the Oklahoma Eighth Grade Mathematics Criterion-Referenced Exam.** In addition, in May 2003, eighth grade students taking the Oklahoma Algebra I End-of-Instruction exam scored exceptionally high. **Seventy-seven percent of DCMS eighth graders enrolled in Algebra I scored Advanced on the exam, compared to only 9% at the state level. An additional 16% scored Satisfactory. No Algebra I student at DCMS scored Unsatisfactory on this End-of-Instruction exam.**

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

Deer Creek Middle School recognizes that middle level students learn in varied ways. Knowing that, our faculty strives to use multiple and varied instructional methods and resources to teach students. **This strategy is a part of every classroom as we utilize a 21st Century Classroom Model that incorporates Instructional Strategies as one of its five components.** Instruction is expected to include whole group, small group, and individual instruction. Hands-on experiences and inquiry-based activities are strategies employed to teach skills, as are cooperative learning and project-based instruction. Science classes routinely utilize these strategies as they teach physical, life, and earth science skills to students. Math classes utilize manipulatives and pictorial representations to demonstrate concepts before moving to abstract processes. In addition, they require periodic projects to ensure that students are able to apply the math skills they have learned to a real-world situation. Classes utilize technology-based instruction to monitor individual mastery of math and reading concepts and to assist with reteaching of those skills. Integrated instruction is important as our grade level teams work together to connect the content of the core academic areas. Culminating projects and activities celebrate student learning. Basic skills maintenance is a primary concern, particularly in the mathematics and composition classrooms as we work to provide programs that continually review and strengthen arithmetic and grammar skills. Language arts classrooms utilize programs structured throughout the middle school years to build concepts. Perhaps the most important instructional strategy we employ is time on task. Deer Creek Middle School has improved its schedule over the past three years, enabling us to increase student time in the academic classroom by 25%.

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

Deer Creek Middle School is a professional community where faculty sets high standards not only for students, but also for themselves. Currently, several teachers at DCMS are seeking National Board Certification or are enrolled in Master's Degree programs of study. Vertical teams of teachers in each core academic area, as experts in their particular field of study, make decisions concerning curriculum content and instructional strategies for learning. As such, they make research-based decisions and keep current on best-practices education in their field. To do so, **faculty members routinely attend professional development opportunities** such as Advanced Placement seminars sponsored by College Board, content workshops sponsored by the Oklahoma State Department of Education, Association of Supervision and Curriculum Development conferences, and National Middle School Association conferences. Teachers attending professional development opportunities present new information to the faculty. As well, **teachers are active within their content area professional organizations** and utilize the research and recommendations provided as valuable information and guidance for curriculum development. **As a faculty, we annually review current literature in education.** Examples of books studied over the past two years are: *Becoming a Better Teacher: Eight Innovations That Work*, *This We Believe, Ten Things New Teachers Need To Succeed*, *What Every Middle School Teacher Should Know*, *Scheduling Strategies for Middle Schools*, and *The Differentiated Classroom*. **District-wide, all Deer Creek schools utilize a process titled The Antler Effect on School Improvement as a means to continually assess our progress.** Deer Creek Middle School reports annually to the Superintendent and Board of Education, our progress in these areas and our goals and plan for continued improvement. **These collective professional development activities enable our faculty to improve instructional delivery in our classrooms, with the end result being that our students achieve at a high level.**

**STATE CRITERION-REFERENCED TESTS
EIGHTH GRADE READING**

Grade: 8 Test: Oklahoma Core Curriculum Test
Edition/publication year: Annual Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered: 168 (2002-2003)
Number of students who took the test: 167 (2002-2003)

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing other than students who were absent during the assigned testing period. Those students were assessed through multiple and varied assessments including the STAR Reading Test produced by Renaissance Learning, Inc.
Number excluded: 1 (2002-2003) Percent excluded: 0.6% (2002-2003)

The Oklahoma State Testing requires that criterion-referenced tests be administered to students in Grades 5, 8, and the secondary level in order to compare schools and students to an expected set of standards as set forth in the Priority Academic Student Skills. The State Board of Education approved four performance levels (Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory) for reporting results on the tests. The four categories are separated by a scaled score called the Oklahoma Performance Index that places students into performance levels established for each test.

For the 2002-2003 school year, 100% of our eighth grade students, including regular education, special education, and high mobility students, passed the Oklahoma Criterion-Referenced Test for Reading. Thirteen percent scored at the Advanced level.

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March
SCHOOL SCORES				
% Unsatisfactory	0%	1%	5%	2%
% At or Above Limited Knowledge	100%	99%	95%	98%
% At or Above Satisfactory	87%	92%	89%	93%
% At Advanced	13%	16%	29%	40%
Number of students tested	167	147	129	130
Percent of total students tested	99.4%	99.3%	100%	100%
Number of students excluded	1	1	0	0
Percent of students excluded	0.6%	0.7%	0%	0%
STATE SCORES				
% Unsatisfactory	10%	10%	11%	NA*
% At or Above Limited Knowledge	19%	20%	18%	NA
% At or Above Satisfactory	65%	62%	58%	NA
% At Advanced	6%	8%	12%	NA

*State of Oklahoma results for 1999-2000 are only available as percentage of traditional learners scoring Satisfactory. Information regarding all student performance at the four levels of mastery is not available.

STATE CRITERION-REFERENCED TESTS
EIGHTH GRADE MATH (Including End-of-Instruction Algebra I)

Grade: 8 Test: Oklahoma Core Curriculum Test (CRT) and End-of-Instruction Algebra I Test (EOI)
 Edition/publication year: Annual Publisher: Harcourt Educational Measurement McGraw-Hill

Number of students in the grade in which the test was administered: 168 (2002-2003)
 Number of students enrolled in Algebra I: 43 (2002-2003)
 Number of students who took the test: CRT – 167 (2002-2003); EOI – 43

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing other than students who were absent during the assigned testing period. Those students were assessed through multiple and varied assessments including the STAR Math Test produced by Renaissance Learning, Inc.

Number excluded: CRT – 1 (2002-2003) Percent excluded: CRT – 0.6% (2002-2003)
EOI – 0 EOI – 0%

The Oklahoma State Testing requires that criterion-referenced tests be administered to students in Grades 5, 8, and the secondary level in order to compare schools and students to an expected set of standards as set forth in the Priority Academic Student Skills. The State Board of Education approved four performance levels (Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory) for reporting results on the tests. The four categories are separated by a scaled score called the Oklahoma Performance Index that places students into performance levels established for each test.

For the 2002-2003 school year, Eighth Graders enrolled in Algebra I passed the End-of-Instruction test, with 77% percent scoring Advanced. Ninety-eight percent of all eighth graders, including regular education, special education, and high mobility students passed the Oklahoma Criterion-Referenced Test for Mathematics. Forty percent scored at the Advanced level.

	2002-2003 EOI	2002-2003 CRT	2001-2002 CRT	2000-2001 CRT	1999-2000 CRT
Testing month	May	March	March	March	March
SCHOOL SCORES					
% Unsatisfactory	0%	2%	2%	5%	6%
% At or Above Limited Knowledge	100%	98%	98%	95%	94%
% At or Above Satisfactory	93%	90%	88%	86%	90%
% At Advanced	77%	40%	29%	39%	25%
Number of students tested	43	167	146	129	130
Percent of total students tested	100%	99.4%	99%	100%	100%
Number of students excluded	0	1	2	0	0
Percent of students excluded	0%	0.6%	1%	0%	0%
STATE SCORES					
% Unsatisfactory	30%	9%	12%	12%	NA*
% At or Above Limited Knowledge	49%	26%	26%	25%	NA
% At or Above Satisfactory	12%	51%	50%	48%	NA
% At Advanced	9%	14%	12%	15%	NA

*State of Oklahoma results for 1999-2000 are only available as percentages of traditional learners scoring Satisfactory. Information regarding all student performance at the four levels of mastery is not available.