

# REVISED 3-21-2005

## 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

### U.S. Department of Education

#### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

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

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

School Mailing Address 6101 NW 206<sup>th</sup> Street  
(If address is P.O. Box, also include street address)

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

County Oklahoma School Code Number 551006-705

Telephone ( 405 )348-5720 Fax ( 405 )359-3155

Website/URL www.deercreek.k12.ok.us E-mail vroomanr@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 \_\_\_\_\_

Name of Superintendent\* Mrs. Kaye Jones  
(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. Jim Benson  
(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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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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
- \_\_4\_\_ TOTAL
2. District Per Pupil Expenditure:       \$4,941.00  
     Average State Per Pupil Expenditure: \$5,632.69

**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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	76	75	151
2				10	105	82	187
3				11	77	78	155
4				12	71	66	137
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>630</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 85 \_\_\_ % White
  - 4 \_\_\_ % Black or African American
  - 3 \_\_\_ % Hispanic or Latino
  - 2 \_\_\_ % Asian/Pacific Islander
  - 6 \_\_\_ % American Indian/Alaskan Native
  - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	614
(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: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the 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: 10 %  
65 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>8</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>45</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>4</u> Emotional Disturbance

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>2</u>	<u>    </u>
Classroom teachers	<u>42</u>	<u>3</u>
Special resource teachers/specialists	<u>    </u>	<u>    </u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>49</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 15:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	96%	95%
Daily teacher attendance	97%	96%	97%	97%	94%
Teacher turnover rate	25%	14%	16%	33%	28%
Student dropout rate (middle/high)	.65%*	1%	2%	1%	1%
Student drop-off rate (high school)	7%	-2%	14%	NA	NA

\*Calculated by school registrar; state does not release until mid-March

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	124
Enrolled in a 4-year college or university	72%
Enrolled in a community college	10%
Enrolled in vocational training	2%
Found employment	
Military service	
Other (travel, staying home, etc.)	
Unknown	16%
<b>Total</b>	<b>100%</b>

## **PART III - SUMMARY**

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Deer Creek High School is a comprehensive public high school situated in a rural setting, but offering its student population many of the benefits of a suburban district. Located in a rapidly growing area northwest of the Oklahoma City metropolitan area, our school provides services for neighborhoods made up largely of commuters. Our student population of 630 is predominantly middle and upper-middle class; consequently, we have only a small percentage qualifying for the free and reduced lunch program. The thirteen one-room schools that united to form Deer Creek in 1921 were the centers of small farming communities most of which were claimed in the Oklahoma Land Run of 1889. Today, DCHS is the center of a community that still has family farms, but also has sprawling housing additions, open grasslands, and limited commercial development.

Traditionally, DCHS has combined a sound academic program with an active and highly successful extra-curricular program providing each student with an opportunity to achieve excellence in our well-rounded high school. It is often said of Deer Creek High School that “we are a 4-A school performing like a 6-A school” because of the strength of our academic program and the diversity of our co- and extra-curricular offerings. DCHS students perform at high achievement levels on both state and national exams and consistently rank at the top among Oklahoma schools according to the state Academic Performance Index (API). This year, according to the Index, we rank as the number one high school in the state of Oklahoma.

The Deer Creek tradition of excellence not only comes from our well-rounded curriculum, but also from the integral relationships formed with the community and our parents, relationships we consider responsible for a major part of our success. The Parent Teacher Organization and the 1.2 million dollar endowment of the Deer Creek Community Enrichment Foundation, along with numerous booster clubs and parent support groups assist with district financial support for the academic enrichment and extra-curricular activities for Deer Creek students. Over 85% of our parents attend parent-teacher conferences, joining with their students and his/her teacher-advisor to select courses and activities for the student. Additionally, our community regularly passes millage and bond issues for the support of the school.

Deer Creek High School emphasizes providing a safe and orderly environment for both students and staff. We are constantly reviewing and reevaluating our disciplinary processes to ensure that we do not loosen our grasp of what is morally and ethically responsible student conduct. We work with Deer Creek Middle School to develop common disciplinary procedures that make our students’ transition to high school smoother. Also, a full-time Oklahoma County Sheriff’s Deputy serves our students as a School Resource Officer providing additional supervision of students and preventative education in areas of risky

adolescent behavior.

Our mission statement, “The DCHS faculty, staff, administration, students, and parents will work together to develop a community of life-long learners who are self-confident, responsible, caring, creative problem solvers, skillful in communicating effectively and serving as productive team members in a global society,” reflects the high expectations of both our school and our community for students to achieve their very best. It drives our programs, instruction, and curriculum and reflects our community’s commitment that Deer Creek will leave no child behind.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Description of School’s Assessment Results**

In Oklahoma, the Academic Performance Index (API) measures performance and progress of a school based on several factors that contribute to overall educational success. Subscores of the API are also used to measure Adequate Yearly Progress (AYP), as defined in the federal No Child Left Behind regulations, for all schools and districts in Oklahoma. The seven indicators for high schools are divided into three categories:

Oklahoma School Testing Program (OSTP): Oklahoma law mandates that all students enrolled in Algebra I, English II, Biology I, and U.S. History are given a criterion-referenced End-of-Instruction (EOI) exam that aligns with Oklahoma curriculum’s Priority Academic Student Skills (PASS). Test scores 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 students enrolled in these courses take the examinations and their scores are reported accordingly. The scores of all those students are included with this report. The website for information on the state assessment system may be found at: <http://www.sde.state.ok.us/home/defaultie.html> .

Students at Deer Creek High School have consistently been among the top scoring in the OSTP in all academic areas, including English and Mathematics. In the spring of 2004, 93% of DCHS sophomores passed the English II portion of the EOI examinations, with 62% scoring at the Advanced level. The state passing rate on the English II exam was 62%. On the Algebra I EOI examination, 63% of DCHS students taking the exam scored at the Satisfactory or Advanced level. The state passing rate on the Algebra I exam was 30%, making Deer Creek’s passing rate twice that of the state’s. In 2004, no Deer Creek High School student scored Unsatisfactory on the Algebra I exam.

Academic Excellence: Utilizes ACT scores and percent of students participating, Advanced Placement (AP) credit, and college remediation rates in reading and math.

To gain knowledge of how DCHS is doing compared with other districts throughout the state and country, our students take several nationally-normed tests. All sophomores take the PSAT and, on average, 85% or more of graduating students take the ACT. Deer Creek High School students score consistently higher than the national average on these tests. For example, the average DCHS ACT score for 2004 is 22.8, compared with a 20.6 average for Oklahoma and a 20.9 average for the nation. Additionally, about 40% of our 11<sup>th</sup> and 12<sup>th</sup> grade students take Advanced Placement tests and about 52% of those score a 3 or above. It should be noted that although most high schools do not require this, any Deer Creek High School student who enrolls in any AP class is required to take the AP exam. Also, 99.2% of our students complete the Oklahoma Regents’ College-Bound Curriculum while only 77% of Oklahoma high school students do so. In addition, while 35.5% of Oklahoma college freshmen enrolled in state colleges or universities must take

at least one remediation course, only 11.7% of Deer Creek students must do so.

School Completion: Includes attendance, dropout, and graduation rates

Addressing the School Completion area of the API, Deer Creek High School's 97% attendance and 98% graduation rates are exemplary, and our dropout rate is a low .65%.

## 2. Use of data to improve student and school performance.

Deer Creek High School students continue to excel in the Oklahoma School Testing Program because the staff regularly analyzes test data, including the state's criterion-referenced tests, the PSAT, the ACT, and the Advanced Placement exams our students take, along with both formal and informal classroom assessments. Vertical teams meet regularly to examine and discuss these test results. In those areas where our students perform well, the staff maintains and, at the same time, strengthens those instructional practices that are working. In areas where our students show weakness, the staff recommends changes in curriculum objectives and instructional strategies. Our vertical teams also work closely with middle school teachers to align curriculum and make the transition to high school coursework smooth.

For the 2004-05 academic year, after reviewing data about the number of students with low GPA's, DCHS established the Student Support and Advocacy Program to provide direct intervention for every student who is in danger of academic failure. We have hired a full-time, certified coordinator to work closely with those students to maximize their potential and to assist teachers in meeting the needs of those students. Initially, the program began by identifying those students whose cumulative GPA's were 2.0 and lower, in order to help those students who struggle academically but do not qualify for any special services. The coordinator examines weekly eligibility lists, identifying students with D's & F's in multiple classes and students with consistently low grades in core classes, then provides them one-on-one monitoring, counseling, and tutoring.

In addition, the policy of the Deer Creek Board of Education is that students who have a D in a core class must attend after-school tutoring at least 3 times. Teachers are paid a stipend to provide this tutoring, and if students with D's do not attend, the D becomes an F. Students without any D's or F's may also attend if they so choose. In the past four years of the tutoring program, between 22% and 32% of our entire student body has attended these tutoring sessions.

These programs, implemented to help maintain Deer Creek's high academic standards and to provide intervention to those students who need it, have a direct bearing on the excellent performance of our students on Oklahoma's state-mandated tests.

## 3. Communication of assessment data

Deer Creek High School shares assessment results in a variety of ways, both formal and informal. Student report cards are sent home at the end of each semester, with deficiency notices being sent on a routine basis during the semester, as well as a progress report that is disseminated at mid-semester. The principal and superintendent of schools share performance data with the community at PTO meetings, through newsletters sent periodically throughout the year, on the district's website, and through the news media. Assessment information on the results of the ACT, AP tests, and the EOI is mailed to the homes of students and posted on the district's website. Parent conferences are held each fall and spring, enabling teachers, students, and parents to assess student progress and make coursework choices for the next school year. A School Report Card that includes school statistics, assessment data, community characteristics, and

student performance data is sent to homes at the end of each school year. Ongoing informal communication takes place daily as staff uses email, phone calls, voice mail, and other means to contact parents. In addition, all DCHS teachers have individual websites to provide parents with information concerning daily assignments, upcoming projects, quizzes, and tests.

#### 4. Sharing successes with other schools

DCHS teachers, administration, and staff willingly share our successes with others. A serendipity is that other successful schools share with us. As a high-performing school according to the Oklahoma API scores, we are contacted often about our instructional practices, curriculum, attendance incentives, drop-out prevention, our TEAMS advisor/advisee program (Teaming to Educate, Assist, and Motivate Students), our Twenty-first Century Learning Laboratory program, and our Student Support and Advocacy Program. We gladly share any information requested. Faculty members are active in state and national associations, make presentations at conferences, participate in writing curriculum, and routinely travel to other districts, both in and out of state, to observe and share. Consequently, we have built up a strong network of informal communication and sharing of ideas with other schools. We have an appreciation for this sharing among colleagues and are committed to reaching out to other educators.

## **PART V – CURRICULUM AND INSTRUCTION**

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### 1. Describe the school's curriculum.

Curriculum development in Deer Creek Public School District is a collaborative, ongoing process, based on research, which results in a mastery curriculum that will lead to high achievement and excellence for all students. All curriculum has been aligned vertically and horizontally to provide our students with a cohesive, sequential, meaningful series of learning opportunities. 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 either study and design, textbook adoption, professional development, implementation, monitoring and refining, 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 High School's curriculum is based around a traditional high school course of study. The core curriculum is composed of language arts, foreign language, mathematics, science, social studies, and the arts. Elective offerings are available in visual arts, performing arts, business, technology/computer science, and physical education/health. In addition to providing traditional high school course work, DCHS offers twenty-nine Pre-Advanced Placement and Advanced Placement courses.

The goal of the language arts curriculum is to create students who are critical thinking readers, writers, speakers, listeners, and viewers. The department is established around grade level courses which emphasize the study of literature through various literary genres, as well as the functions of English grammar, writing, and vocabulary. Upper level courses emphasize literature based on multicultural and national themes from early historical periods through modern times. All senior English classes incorporate art, music, and architecture for the cultural enrichment of students.

The Oklahoma State Board of Education has identified the study of languages as core curriculum. Deer Creek High School offers a sequential program of study of two languages other than English—Spanish and French. The department offers four years' study of each language as well as Pre-AP and AP courses in

both. Students desiring to do so may begin the study of foreign language at Deer Creek Middle School in order to be prepared for the Advanced Placement tests by the end of high school.

The goal of the math department is to help students develop both inductive and deductive reasoning based on logic and proofs. Students will analyze and use information to solve problems to draw conclusions and communicate their findings to others. For those students who struggle with Algebra I, the department offers a two year course covering the concepts of Algebra I.

The DCHS science department strives to create students who are scientifically literate. Course offerings emphasize inquiry-based learning and development of skills such as observing, inferring, collecting data, classifying, experimenting, interpreting and communicating. Students are exposed to the concepts necessary to understanding all forms of life as well as the structure of the ecosystem. They develop the ability to analyze both qualitatively and quantitatively.

The primary purpose of the social studies curriculum is to help prepare students to become knowledgeable and responsible participants in a growing global society. Students will develop the skills necessary to form conclusions based on sound judgment and to express themselves well as writers and speakers. A wide variety of coursework from U.S. history to world geography to military history to sociology is included in the social studies curriculum.

The arts program at Deer Creek High School provides a framework of instruction that will result in the graduation of artistically literate citizens capable of appreciating, analyzing and evaluating various art forms in the visual arts, drama, dance, and music. Students will gain an informed acquaintance with exemplary works of art from a variety of cultures and historical periods and learn to communicate at a basic level in the arts disciplines.

## 2b. Describe the school's English language curriculum.

The English curriculum at Deer Creek High School balances traditional methods with current research-based methods such as those proposed by Nancy Atwell, Jeffrey Wilhelm and Donald Graves. Students not only read from a list of recommended college bound books, but they are also encouraged through outside reading programs to read contemporary fiction. Student choice in reading and writing is implemented in grades nine through twelve, and teachers used strategies such as literature circles, Socratic circles, and reading groups to encourage success in appreciation and comprehension of reading material. Vocabulary and grammar are integrated with the literature and are also treated as separate units. For instance, grades nine through twelve use a vocabulary program based on words encountered on the SAT. Grammar is taught through a variety of methods including sentence combining exercises and application in writing. In writing instruction, students in grades nine through twelve complete a research project using MLA format. The writing process is strongly emphasized at all grade levels; students are monitored during all stages: pre-writing, writing, peer response, revision, and publication. Students at our school also benefit from one-on-one conferences in writing and reading.

In addition, the English curriculum integrates the arts, especially in the areas of the visual arts and music, by acquainting students with various artists and their works through slides, CDs, and virtual gallery tours. English teachers also look for ways to incorporate cross-curricular opportunities for our students. One way this is accomplished is through shared reading programs with the history department.

Students at Deer Creek High School are able to take Creative Writing as well as a Reading for Fun course. Both courses are student centered and allow students to set their own goals in writing and reading.

The success of our varied instructional techniques and emphasis on writing can be found in our test scores. Last year our scores on the sophomore EOI improved 8 percentage points from 2003, and since 2001 our score has improved 9 percentage points.

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

Deer Creek High School understands the mathematical competence our students must possess to succeed in the 21<sup>st</sup> century. In response, we have developed a sequence of mathematical courses that are vertically aligned and designed to prepare students for the future. We stress the building process of mathematics by starting our students with a strong foundation in Algebra I. This is reflected in our scores on the Oklahoma End of Instruction exam. In 2004, 40% of our students scored Advanced on the test compared to only 14% at the state level and no Algebra I student at DCHS scored Unsatisfactory.

In Geometry, our students continue to build up skills that will serve them in the future both inside and outside the math classroom. Then in Algebra II students begin using technology on a daily basis to analyze data and develop a deeper understanding of the mathematics they are learning. Each teacher who presents a course in Algebra II or above has a TI presenter as well as a classroom set of graphing calculators for students to use. In these courses we use the calculators to enhance understanding while still requiring students to demonstrate their knowledge of the mathematical fundamentals being presented. Throughout all of our courses students work individually or in small groups to produce projects that reflect their understanding of how mathematics applies to the real world.

We also prepare more of our students for success in the modern world by enabling and encouraging them to take a full four years of significant mathematics. We offer Math Concepts, which is a combination of Algebra III and Trigonometry meant to further prepare students for success in their post secondary journey. We also offer Pre AP Trigonometry which is a course that prepares students for AP Calculus. The number of students enrolled in each of these courses continues to grow and as a result the number of students taking AP Calculus at our school over the last four years has tripled. We require all students who take Calculus to take the AP exam and they consistently perform at a high level. Over the last five years, 80% of our students who took the AP Calculus test passed.

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

Deer Creek High School recognizes that students learn in different ways. Consequently, our faculty strives to incorporate varied instructional methods and multiple alternative assessment strategies, relying heavily on the 21<sup>st</sup> Century Learning Laboratory model. This is evidenced by the flexibility in our classroom arrangements, allowing for large group, small group, and one-on-one learning opportunities. DCHS teachers implement experiential learning, hands-on activities, and inquiry-based methods. Our school has in place a seven period day, giving students more time on task and face-to-face contact with teachers than most other high schools in Oklahoma. Although we have a rich and varied co- and extra-curricular program, we try to limit the time we spend on assemblies and field trips during the school day because we believe teaching/learning time is valuable and vital to our success. In addition to utilizing differentiated instruction to meet individual needs of students, DCHS teachers make use of multiple types of assessment. Recognizing that paper and pencil tests will probably always have a place in the educational process, our teachers also provide a myriad of opportunities for various alternative assessments including group work, Power Point presentations, video productions, posters, dioramas, realia, and others. Recently, for example, a humanities class created an old-time radio show to describe a time period in history. Teachers also provide ample time for peer review, editing, and consultation among students.

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

The Deer Creek High School faculty believes in the importance of quality professional development and sets high standards for themselves just as they do for students. Currently, we have three National Board Certified teachers with others showing interest in the program. In addition, 40% of our teachers hold the Master's Degree with several others working toward it. The district is committed to the use of technology in education and the district professional development committee is in the process of setting technology standards for instructional personnel; intensive professional development will follow and be provided by both outside and in-house experts. Our teachers attend AP conferences, content seminars provided by the Oklahoma State Department of Education, and specific content area state and national conferences. We believe in the value of visiting other successful schools and for the past two years have sent a group of teachers to tour outstanding schools in Olathe, Kansas, and Plano, Texas. Teachers who attend these various professional development opportunities present new information to the faculty. District-wide, all Deer Creek schools utilize a local site improvement process based on Blue Ribbon components called "The Antler Effect," in which we continually assess our progress as an educational community. As a faculty, we review current literature in education. We have summer reading assignments which we discuss in department meetings and other small group settings. Some of the books we have read recently are *The Differentiated Classroom, So Each May Learn*, and *Teaching With the Brain in Mind*. We also subscribe to the professional journals of each curriculum area. The media specialist offers an effective service in which she copies and disseminates the Table of Contents each month; then, teachers can request copies of any articles they may want to read. All of these activities combine to make DCHS teachers more effective in delivering quality instruction, the end result being that our students achieve at ever higher levels.

STATE CRITERION-REFERENCED TESTS  
English II End-of-Instruction

Subject: English II Grade: 10 Test: End-of-Instruction English II

Edition/Publication Year: Annual Publisher: CTB McGraw-Hill (2002-2004)  
Riverside (2001)

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

How many students were alternatively assessed? Three students (forty-eight one hundredths of one percent of our student body) were alternatively assessed. By law, no more than 1% can be given either a portfolio assessment or an out-of-level test. They must qualify under a set of prescribed conditions, i.e., “have a significant cognitive disability, which shall not be based on a particular disability category, the amount of time the student receives special education, the location of the service delivery, or the fact that the academic achievement of the student is significantly below his/her same age peers.”

The Oklahoma State Testing Program requires that End-of-Instruction (EOI) criterion-referenced tests be administered to all students as they complete Algebra I, Biology I, English II, and U.S. History in order to compare schools and students to an expected set of standards as set forth in the Priority Academic Student Skills (PASS). The State Board of Education approved four performance levels (Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory) for reporting results on the test. In order to pass, students must score at the Advanced or Satisfactory level. Although the state of Oklahoma does not require it, Deer Creek High School requires students to repeat the test each year until they score Advanced or Satisfactory.

English II End-of-Instruction	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
<b>SCHOOL SCORES</b>				
% Unsatisfactory	2%	5%	2%	2%
% At or Above Limited Knowledge	98%	95%	98%	98%
% At or Above Satisfactory	93%	85%	90%	84%
% At Advanced	62%	54%	16%	16%
Number of students tested	177	170	122	127
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	3	0	0	0
Percent of students alternatively assessed	.5%			
<b>STATE SCORES</b>				
% Unsatisfactory	19%	17%	11%	6%
% At or Above Limited Knowledge	82%	73%	88%	94%
% At or Above Satisfactory	62%	62%	67%	70%
% At Advanced	34%	31%	7%	8%

STATE CRITERION-REFERENCED TESTS  
Algebra I End-of-Instruction

Subject: Algebra I Grade: 9 Test: End-of-Instruction Algebra I

Edition/Publication Year: Annual Publisher: CTB McGraw-Hill

What groups were excluded from testing? No groups were excluded from testing. How many students were alternatively assessed? Two students (three tenths of one percent of our student body) were alternatively assessed. By law, no more than 1% can be given either a portfolio assessment or an out-of-level test. They must qualify under a set of prescribed conditions, i.e., “have a significant cognitive disability, which shall not be based on a particular disability category, the amount of time the student receives special education, the location of the service delivery, or the fact that the academic achievement of the student is significantly below his/her same age peers.”

The Oklahoma State Testing Program requires that End-of-Instruction (EOI) criterion-referenced tests be administered to all students as they complete Algebra I, Biology I, English II, and U.S. History in order to compare schools and students to an expected set of standards as set forth in the Priority Academic Student Skills (PASS). The State Board of Education approved four performance levels (Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory) for reporting results on the test. In order to pass, students must score at the Advanced or Satisfactory level. Although the state of Oklahoma does not require it, Deer Creek High School requires students to repeat the test each year until they score Advanced or Satisfactory.

Algebra I End-of-Instruction	2003-2004	2002-2003	2001-2002*	2000-2001*
Testing month	April	April	April	April
<b>SCHOOL SCORES</b>				
% Unsatisfactory	0%	5%	Field	NA
% At or Above Limited Knowledge	100%	95%	Test--	NA
% At or Above Satisfactory	63%	45%	Scores	NA
% At Advanced	40%	32%	not	NA
Number of students tested	107	108	re-	NA
Percent of total students tested	100%	100%	leased	NA
Number of students alternatively assessed	2	0		
Percent of students alternatively assessed	0.3%			
<b>STATE SCORES</b>			Field	
% Unsatisfactory	20%	26%	Test--	NA
% At or Above Limited Knowledge	80%	74%	Scores	NA
% At or Above Satisfactory	30%	22%	not	NA
% At Advanced	14%	9%	Re-	NA
			leased	

\*The Algebra I EOI was not administered until the spring of 2003. DCHS students took the norm-referenced ITBS prior to that time. Our Oklahoma NCLB-BRS State Department of Education liaison, Ms. Delana Smiley (phone 405-521-4513), recommended that we submit the Algebra I scores as written above. Then, if you so request, we will submit our previous ITBS scores to you.