

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [X] High [] K-12 [] Charter

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

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

School Mailing Address 4762 State Highway 199
(If address is P.O. Box, also include street address.)

Ardmore OK 73401-0560
City State Zip Code+4 (9 digits total)

County Carter State School Code Number* I-077-705

Telephone (580) 226-0633 Fax (580) 223-7011

Web site/URL www.dickson.k12.ok.us E-mail mmartin@dickson.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. Sherry Howe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dickson Public Schools Tel. (580) 223-3624

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 Donica
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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

1. Number of schools in the district:

2	Elementary schools
0	Middle schools
1	Junior high schools
1	High schools
0	Other
<hr style="border: none; border-top: 1px solid black;"/>	
4	TOTAL

2. District Per Pupil Expenditure: \$6,766
 Average State Per Pupil Expenditure: \$6,457

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.
N/A 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	53	43	96
2					10	64	46	110
3					11	46	45	91
4					12	40	45	85
5					Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								382

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>65</u> | % White |
| <u>1</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>32</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 13 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	33
(3)	Total of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	387
(5)	Total transferred students in row (3) divided by total students in row (4)	0.132
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 0 %
6 Total Number Limited English Proficient

Number of languages represented 5
Specify languages: English, Spanish, German, Chinese and Chickasaw.

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 202

10. Students receiving special education services: $\frac{16}{62}$ % Total Number of Students Served

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 45</u> Specific Learning Disability
<u> 6</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> 2</u> Hearing Impairment	<u> 1</u> Traumatic Brain Injury
<u> 5</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 2</u> Multiple Disabilities	

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> 25</u>	<u> </u>
Special resource teachers/specialists	<u> 2</u>	<u> </u>
Paraprofessionals	<u> 1</u>	<u> </u>
Support staff	<u> 3</u>	<u> </u>
Total number	<u> 33</u>	<u> </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	95%	93%	94%
Daily teacher attendance	98%	94%	96%	97%	98%
Teacher turnover rate	8%	5%	11%	14%	14%
Student dropout rate (middle/high)	2%	0%	0%	2%	2%
Student drop-off rate (high school)	5%	6%	7%	14%	11%

14. Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	82
Enrolled in a 4-year college or university	32 %
Enrolled in a community college	23 %
Enrolled in vocational training	0 %
Found employment	42 %
Military service	3 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

PART III-SUMMARY

The Dickson Public School District is geographically located in eastern Carter County and lies east-southeast and northeast of the city of Ardmore in Oklahoma. The city of Ardmore extends past the western boundary of the school district, while the incorporated town of Dickson covers an area of sixteen square miles.

The campuses of Dickson Public Schools are composed of ninety-five acres. The main campus is located on a seventy-five acre tract. Being the largest school district in the area, the Dickson school district encompasses one hundred eighty-four (184) square miles and provides transportation for one hundred fifty-four (154) square miles.

Standard IV curriculum standards have been implemented. Priority Academic Student Skills are integrated throughout all programs and are reviewed annually. Teacher-made proficiency exams are available for any student requesting to take them. Students may take exams in August and May. The curriculum is reviewed each spring with committees meeting from each curriculum area. The committees establish their objectives. Curriculum review is one of the major processes that involve communication of teachers across all grade levels.

Involved and informed parents are vital to the success of Dickson Public School curriculum. A monthly newsletter and calendar of events are sent home from each principal's office encouraging parental involvement in their child's learning process.

Parents and different organizations donated their time to assist teachers with making copies, preparing various classroom materials, helping with student organizations, participating as sponsors, monitoring and working in the lunchrooms, and serving on the many school committees and providing reading buddies.

Personal notes, phone calls and progress reports help keep communication channels open between parents and teachers to enhance educational experiences for the Dickson School students.

The philosophy of the Dickson Public Schools is to provide experiences that are consistent with the abilities and potential of every student and to educate those students according to their needs to ensure that each one reaches their maximum potential. This will provide a solid foundation for implementing programs that will challenge our students to strive for the very best in the 21st century.

The mission of Dickson Public Schools is to provide students with multiple experiences, guidance, and materials necessary to develop capable, self-directed, life-long learners who can become productive and responsible contributors to a changing global society.

With that in mind, it is Dickson School's goal to identify the gifted and talented students in the school system and provide them with a differentiated program of educational experiences, which will give those students the opportunity to develop a level of competence consistent with their aptitudes, interests and capabilities. It is also our goal to strive to meet the needs of our gifted students in the areas of intellect, creativity, leadership, performance and other specific learning abilities. It is also our goal to strive to meet the needs of the gifted student both psychologically and socially. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth and depth.

The Dickson Public Schools believes that it is essential to provide the parents, teachers, and community satisfaction through total quality education for our students who will become life-long learners that are proud, honest, respectful, cooperative and ready for the future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Schools in the State of Oklahoma are assessed using end of instruction exams in Algebra I, Biology, US History, and English II. The results of these exams along with attendance, ACT test results, and college remediation are charted to give a number on the Academic Performance Index. The index is based on a baseline which has steadily increased from the State Performance each year. School districts are required to meet or exceed the year's baseline requirement. In 2001-2002 Dickson High School did not meet the baseline requirement and the school overhauled its entire curriculum to meet or exceed state goals. Changes were made in all departments: curriculum alignment, professional development and staff changes. The results of these changes were a remarkable increase in the Academic Performance Index in 2002-2003. This increase has steadily continued with the efforts made to improve staff, curriculum, professional development and student-teacher relations. Our 2005-2006 score was 1248 which reflects a three fold increase.

At Dickson High School the disparities exist not in our ethnicity but in our relationship among those students who are in poverty and those who are not in poverty. The continued goal at the school has been to close the achievement gap between these groups. Before school, lunch time and after school tutoring is offered free of charge to all students especially targeting those in low income groups in order to accommodate those students who must contribute to their household incomes.

At Dickson High little disparity is seen between ethnic groups. Our Native American population comprises 37% of the student body. Achievement in this population meets or exceeds all other ethnicities. Over the past five years we have seen a steady increase in the test scores of several sub groups. We feel this increase is directly correlated to the impact of professional development and the quality of our new recruits in the classroom. The Native American population has a representative on campus with a full time assist to assist and tutor in any area of need. This intervention has helped this sub group to continue its success.

2. Using Assessment Results:

The steady increase in test scores over the past five years is a direct result of data assessment and monitoring. Each teacher analyzes individual tests and subtests to identify areas in need of improvement. Specific skills in each subject area are targeted to assure student success is constantly achieved. Once data is assessed, vertical and horizontal teams meet monthly to align curriculum in a comprehensive approach to improve student performance. Lesson plans and identified objectives are used to enhance and improve specific skill weaknesses. Administrators and teachers work closely with students in improving academic performance. This overall "team" approach helps students with varying ability levels to have individual needs met. Adapting teaching styles, modifying the curriculum and "hands on" learning assure that concepts being taught are learned to a proficient level of mastery. Constant reinforcement of learned subject content has yielded student performance increases annually. Teacher professional development in targeted areas has been used as intervention strategy to improve instruction. Overall school performance increase as individual student skills improve. Data assessment is critical for serving as benchmarks for future growth.

3. Communicating Assessment Results:

Several means of communication are used by the staff at Dickson High School these include:

1. Gradebook.com is an internet program which allows parent accessibility to monitor grades, attendance and performance instantaneously. Each parent is mailed a security code which allows them twenty-four hour access to their student's information. Teachers post student grades and assignments and within fifteen minutes parents are able to access and monitor their child's progress.
2. Parent universities meetings are held quarterly. To better accommodate working parents' schedules, these meetings are held in the evening from three to nine o'clock.
3. Newsletters reporting testing results are mailed along with information from lead teachers and department chairperson representatives to keep parents informed on student progress.
4. An annual report consisting of longitudinal comparisons of test and A.C.T. scores is sent to parents, presented to the Board of Education and published in the local newspaper.
5. Students are also given the opportunity to better understand their test scores and are provided individual tutoring to improve test results.

4. Sharing Success:

In the Spring of 2006 Dickson Schools received its first federally funded Math and Science Partnership grant for \$123,000 where we collaborated with several local schools to increase content enrichment in the area of mathematics education. Sharing the success of our school's grant for teacher training was Springer and Wilson School. This year the school was awarded its second grant in the amount of \$282,000 in order to collaborate with four area schools: Fox, Healdton, Lone Grove and Oklahoma School for the Deaf to increase science achievement. This opportunity will also allow us the ability to share our success with the deaf population located at Oklahoma School for the Deaf our neighboring school. The high school is frequented by large numbers of student teachers from cooperating universities. These student teachers are placed with veteran mentor teachers who share their expertise both with the student and with other teachers in Oklahoma. Many high school teachers are asked to present at local and national conferences and conventions on their methods on improving student achievement. Teachers receive release time from the administration in order to share their knowledge with surrounding districts.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

All curriculum standards are modeled after the Oklahoma State Priority Academic Skills, which are taken from National Models. Teachers in all curriculum areas of our high school, align teaching to PASS standards which are tested by Oklahoma mandated End-of-Instruction Exams. When the exam results are returned by the state, principals and curriculum experts meet with teams to go over results and examine both strengths and weaknesses. Group weaknesses are addressed by the classroom teacher by increased emphasis on need areas, staff development training and subject level meetings. Students individual weaknesses are addressed by specialized classes that meet the needs of at risk students to fill the achievement gap. An example of a specialized class is English Foundations offered in grades 9-12. Students who do not receive a Satisfactory score on their End of Instruction Exam and teacher made exams are placed in the class in order to increase their reading level and English performance. Students in this hour are given intensive small group assistance with areas of weakness and are given the opportunity to excel in reading, writing and English grammar. In high school English all students are engaged with high standards established by the state and put into effect in every English classroom. Students use performance, publishing, editing, novel reading and modern application and grammatical composition to understand the application of English in their life. Twenty per cent of the high school seniors concurrently enroll in college English classes and are assisted in any area of need by the English staff. Before school tutoring is offered everyday for thirty minutes in every subject for every student. This allows students individual attention in both their areas of weakness and in their strength. Students who are below grade level can be mandated to attend tutoring, and those who excel are encouraged to attend. This same model is also used in all core curriculum, in every area that is mandated by the state for accountability and testing purposes. Arts and foreign language courses are offered at the introductory level, art-Spanish I, art-Spanish II, and art Spanish III and IV and Advanced Placement art and Spanish. In addition high performing students are encouraged to concurrently enroll in these subjects at Murray State College and Ardmore Higher Education Center.

2. (Secondary Schools) English:

In an effort to address English and reading improvement in the district a staff wide improvement plan was put implemented. This plan included support personnel, certified personnel and administration. All employees: cafeteria, custodial, bus drivers, were required to attend monthly English /reading improvement classes. Classes were offered at 7:30 am, 1:00 pm and 3:15 p.m. In addition each week all staff members were given the “word of the week,” to enhance vocabulary and writing skills. All teachers across the curriculum incorporated the word in their daily lessons. Cafeteria, custodial, and even bus drivers were encouraged to use the vocabulary word of the week as many times as possible. All teachers were required to write in every class every day. Students individual weaknesses are addressed by specialized classes that meet the needs of at risk students to fill the achievement gap. An example of a specialized class is English Foundations offered in grades 9-12. Students who do not receive a Satisfactory score on their End-of-Instruction Exam and teacher made exams are placed in the class in order to increase their reading level and English performance. Students in this hour are given intensive small group assistance with areas of weakness and are given the opportunity to excel in reading, writing and English grammar. In high school English all students are engaged with high standards established by the state and put into effect in every English classroom. Students use performance, publishing,

editing, novel reading and modern application and grammatical composition to understand the application of English in their life. Twenty per cent of the high school seniors concurrently enroll in college English classes and are assisted in any area of need by the English staff. Before school tutoring is offered everyday for thirty minutes in every subject for every student. This allows students individual attention in both their areas of weakness and in their strength. Students who are below grade level can be mandated to attend tutoring, and those who excel are encouraged to attend.

3. Additional Curriculum Area:

The goal of our high school is to prepare students for success in the 21st century by providing appropriate math skills that lead to productive college careers or vocational pursuits. Students are given the opportunity in the seventh grade to enroll in pre-algebra or to be placed in a math class to reinforce basic math skills and encourage higher order thinking. From pre-algebra students advance to Algebra I for high school credit. Students are given the opportunity in all subjects including math to receive intensive before and after school tutoring in any area of need. Teachers tutor students on an individual basis and align student achievement to the Oklahoma Priority Academic Skills. Students in the ninth grade who are not prepared for Algebra I, evidenced by an entrance rubric based on teacher evaluation, testing and student perception of readiness, are instructed in pre-algebra with teachers using a variety of instructional methodology to reach preparedness for Algebra I. After successful completion of Algebra I students advance to Geometry, where teachers use computer generated geometric forms and hand held manipulatives to reinforce mathematical concepts. Computer labs provide geometrical hands on vision of proofs in three dimensional views. At the completion of geometry, students proceed to Algebra II. After Algebra II students may elect to participate in Algebra III which is taught concurrently with College Algebra. Here under the guidance of the classroom teacher students complete their College Algebra for credit. If students elect to proceed from Algebra II to Trigonometry pre-calculus, they are also given the option of concurrent high school credit. Advanced students are placed at the local satellite in Ardmore, Oklahoma of Oklahoma School of Science and Mathematics, where they enroll in Calculus. Students who are not on the college preparedness track are instructed after Algebra I in applied mathematics such as Computer Science and Math of Finance in order to prepare them for their life time careers.

4. Instructional Methods:

When you step into the classrooms at Dickson High School you can experience the different instructional methods used in all the departments. The teaching staff makes every effort to appeal to the learning strengths of all students. In English classes students act out characters from literature, produce video and audio commercials from their book assignments, gain understanding through peer tutoring, and write and produce their own literary works. In science students instruct elementary children on newly learned laboratory skills, they work through the audio visual computer generated chemical reactions before doing hands-on chemical experiments. Students in Family and Computer Science class produce cookbooks, edited by English classes, computer generated by technology classes, and sold by business math classes. In computer classes, students work side by side with classroom teachers to create classroom visual presentations on core subject matter. Business math classes create learning environments in correlation with career paths that allow students to experience a virtual world based upon their career path, needs and wants, car and home purchases and personal choice expenditures. Dickson halls can be interrupted by the cries of the mechanical, "baby think it over," whose usage encourages students to consider the implications of co-parenting before one becomes a parent.

5. Professional Development:

Professional development at Dickson School is based on the needs of teachers and students obtained by observation, teacher evaluations, and staff development committees, testing outcomes and student and suggestions. Teachers are members of both horizontal and vertical teams, which plan, implement and empower curriculum decisions that ultimately impact student achievement. All staff members are given funds to increase their education by attending college courses through free college tuition funded by vouchers, federal programs, and site budgets. Site based technology instruction allows staff members to increase by levels their expertise in the area of technology. At the high school a technology teacher is available during the school day to collaborate with teachers to incorporate technology into their teaching experience. Lead and master teachers are available to collaborate with teachers to improve instruction and vary instructional delivery and classroom presentation. Teachers are given the opportunity during professional days to coordinate on materials both in their curriculum area and across the curriculum.

PART VI– ASSESSMENT RESULTS

The state of Oklahoma uses the A.P.I., Academic performance index, to track student performance of schools in an annual report. The score is based on a scale of 0-1500 with 1500 being the highest number a school may achieve in a school year. The State Department of Education decides what levels should be reached by establishing a state norm. The following table shows our performance during the past five years:

ACADEMIC PERFORMANCE INDEX	0-1500
2005-06	1248
2004-05	1225
2003-04	959
2002-03	966
2001-02	408

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

Edition/Publication Year Renewed Yearly Publisher CTB/MacGraw-Hill & OK State Dept of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Satisfactory" plus "Advanced" State Standards	81	77	56	60	31
% "Advanced" State Standards	40	50	29	20	0
Number of students tested	83	66	82	76	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	4	5	6
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. American Indian					
% "Satisfactory" plus "Advanced" State Standards	90	88	36	60	21
% "Advanced" State Standards	40	44	27	20	0
Number of students tested	27	21	26	24	28
2. White					
% "Satisfactory" plus "Advanced" State Standards	57	75	58	57	34
% "Advanced" State Standards	31	52	31	22	0
Number of students tested	52	41	51	47	54
3 Free Lunch					
% "Satisfactory" plus "Advanced" State Standards	73	75	51	58	32
% "Advanced" State Standards	28	39	27	18	0
Number of students tested	44	35	43	40	46

Subject Algebra I Grade 9th & 10th Test End-of-Instruction

Edition/Publication Year Renewed Yearly Publisher CTB/MacGraw-Hill & OK State Dept of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Satisfactory" plus "Advanced" State Standards	64	40	32	16	n/a
% "Advanced" State Standards	32	14	22	1	n/a
Number of students tested	66	43	73	101	0
Percent of total students tested	100	100	100	100	n/a
Number of students alternatively assessed	2	0	0	0	n/a
Percent of students alternatively assessed	1	0	0	0	n/a
SUBGROUP SCORES					
1. <u>American Indian</u>					
% "Satisfactory" plus "Advanced" State Standards	69	n/a **	21	18	n/a *
% "Advanced" State Standards	23	n/a **	17	9	n/a *
Number of students tested	21	n/a **	23	32	n/a *
2 <u>White</u>					
% "Satisfactory" plus "Advanced" State Standards	39	41	39	0	n/a *
% "Advanced" State Standards	26	14	26	15	n/a *
Number of students tested	43	28	47	65	n/a *
3 <u>Free Lunch</u>					
% "Satisfactory" plus "Advanced" State Standards	67	48	21	10	n/a *
% "Advanced" State Standards	26	24	15	0	n/a *
Number of students tested	35	23	39	52	n/a *

*Students were not tested in Algebra I in 2001-2002.

**The number of Native American students tested was not significant.