

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Johnny Thompson

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

Official School Name Schwartz Elementary School

(As it should appear in the official records)

School Mailing Address 12001 SE 104th Street

(If address is P.O. Box, also include street address.)

Oklahoma City

City

Oklahoma

State

73165-9108

Zip Code+4(9 digits total)

County United States

State School Code Number\* 551052-190

Telephone (405) 794-4703

Fax (405) 794-2178

Web site/URL www.mid-del.net

E-mail johnnyt@mid-del.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Bill Scoggan

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

District Name Mid-Del Public Schools

Tel. (405) 737-4461

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Kevin Walker

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: \_\_\_\_\_ 17 Elementary schools  
 \_\_\_\_\_ 5 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 3 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 26 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 4894  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 6614

### 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 are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 15 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 0 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
Pre K	22	11	33	7			0
K	22	20	42	8			0
1	21	17	38	9			0
2	17	17	34	10			0
3	15	25	40	11			0
4	17	14	31	12			0
5	21	16	37	Other			0
6	19	18	37				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>292</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 21 | % American Indian or Alaska Native |
| 1  | % Asian or Pacific Islander        |
| 2  | % Black or African American        |
| 5  | % Hispanic or Latino               |
| 71 | % White                            |

**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 20 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	30
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	27
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	57
<b>( 4 )</b>	Total number of students in the school as of October 1	292
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.20
<b>( 6 )</b>	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 0 %
- |   |   |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 34 %

Total number students who qualify: 98

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:  $\frac{10}{30}$  %  
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>11</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>15</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</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>1</u>	<u>          </u>
Classroom teachers	<u>14</u>	<u>          </u>
Special resource teachers/specialist	<u>5</u>	<u>          </u>
Paraprofessionals	<u>0</u>	<u>          </u>
Support Staff	<u>6</u>	<u>          </u>
Total number	<u>26</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	97 %	96 %	97 %	96 %
Daily teacher attendance	94 %	96 %	96 %	94 %	95 %
Teacher turnover rate	10 %	24 %	1 %	19 %	10 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

In the 2005-2006 as well as 2003-2004 school years the teacher turnover rate of 24% and 19 % are due to maternity leave and career promotions. The percentages are larger because we have a small staff.

## PART III - SUMMARY

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Established as a one room, sod school in 1889, Schwartz Elementary has been serving its rural community for 118 years. The poor farming community supported the K-8 school until it requested and received annexation into the Mid-Del School District in 1994. The community is now an eclectic mix of homes from mobile homes to multilevel homes with swimming pools and tennis courts. Homes are located on acreages large enough to be farms or on lots within a small neighborhood subdivision. Homes vary in age from fifty plus years to newly-established. The socioeconomic level of the patrons in the community has slowly increased over the years resulting in an elimination of Title I funds. The school's ethnicity is made up of 71% White, 21% American Indian, 5% Hispanic/Latino, 2% African American, and 1% Asian/Pacific Islander. With all the changes taking place in the community, Schwartz has managed to maintain the rural atmosphere treasured by the long standing patrons of the school.

Upon annexation, Schwartz received some much needed improvements to create a more modern elementary school that would be an asset to the larger urban school district. District bond money has been used to add classrooms, cafetorium, computers, smart board, LCD projectors, library, and updating of the existing buildings. The vision maintained by Schwartz staff and patrons is to create a solid educational base upon which secondary schools can build. This base is comprised of reading, language, and mathematical skills taught through encouraging positive attitudes and best effort. Maximizing the learning in these core areas, teaching TEAMS (Teachers Enriching Academic Mastery) have been developed in each grade level with teachers utilizing their strength to maintain high expectations and achievement. Since there are only two classes per grade level, one member of the teaching TEAM is strong in reading instruction, while the other member is strong in mathematic instruction. While focused on the core areas, students are also exposed to technology, the arts, and athletics. Celebrations of achievements in all areas of study, 'Stallion Stomps,' are held bimonthly with parents, community, and district personnel often in attendance. 'Stallion Stomps' are often centered on a seasonal theme which creates a sense of school pride, unity, and positive atmosphere.

Continuity is another key to the success of Schwartz students. Many families in attendance are second, third, or fourth generation Schwartz students. Siblings who now attend secondary schools often return to Schwartz on family occasions such as the Fall Festival and PTA (Parent/Teacher Association) program nights. Since the staff has a low mobility rate, these students are recognized and called by name, giving and receiving hugs and well wishes. Boy Scouts, PTA, school athletics and independent athletic teams are all part of the continuous community outreach program. Currently, PTA officers are fathers creating an active group of men helping around school. They read with children, cut up fallen trees, bag popcorn, improve drainage areas around the front entrance, provide special activities for classes, and lend a hand wherever requested.

Communication between parents and teachers is another continuous focus that impacts the success of students. Weekly grade reports, newsletters, and graded papers keep parents up to date on classroom activities. Parents can volunteer in the classrooms or visit their child's room due to the open-door policy promoted by the Principal. A friendly family atmosphere is often commented upon by visitors to the building. A district sponsored webpage allows parents to see current happenings in the school and classrooms. Parents and teachers can email through the webpage links. The Schwartz Faculty continues to search for new ways to make the school-home connection more effective.

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

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### **1 Assessment Results:**

Assessment begins from day one at Schwartz Elementary. Monitoring children's progress in learning is second nature for the teachers at Schwartz. In the beginning, that assessment may be teacher made questions with an oral response from the student, such as 'What letter is this?' As learning progresses, assessment is modified to fit the new level of learning. In early grades, K, 1, 2, the teachers also have access to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test. This test is given in order to locate, monitor, and intervene with at-risk students. The Scholastic Reading Inventory (SRI) is administered to second through sixth grade students. The SRI is used to determine the instructional and independent reading levels of the student. Students scoring in the lowest range receive additional reading instruction from the reading specialist, classroom teacher, reading tutor, or adult volunteers.

A new technology component of the curriculum is the addition of computerized testing program by Riverside Publish, Edusoft Assessment Management System. It enables teachers to create assessments and evaluate students' understanding of specific objectives. Results from assessments are available immediately for district administrators, site principals, teachers, and students via the internet. Younger students are assessed using Criterion Reference Tests and teacher made assessments that allow teachers to monitor progress for each child. Re-teaching or additional instruction can then be accomplished without a major delay in time.

Current federal legislation, No Child Left Behind (NCLB), ensures that all school districts maintain high standards for all students. By 2014, NCLB requires all performance target goals in reading and math to be 100% proficiency. Therefore, Oklahoma developed a system that calculates a numeric score used to compare schools and hold them accountable for high academic achievement. The two components of this system are Academic Performance Index (API) and Adequate Yearly Progress (AYP). A school's API score is calculated using scores in all student populations from the Oklahoma School Testing Program (OSTP) and student attendance rates. The numeric scores range from 0 to 1500, with a state average of 1000. Schwartz Elementary's API for 2007 was 1500. Schwartz also received the top score of 1500 in 2002 and 2006. Additional information regarding these scores can be obtained from the State Department of Education Office of Accountability and Assessment's website, <http://www.sde.state.ok.us/home/defaultie.html>.

### **2. Using Assessment Results:**

Teacher and administrators use the State OCCT test results each year for planning purposes. Monitoring students who scored low on the state tests becomes a priority for classroom instructors. Plans are made for tutoring, differentiated instruction, and extra instructional time. The students who scored in the average and above average range are encouraged to push their learning up to the next level of achievement. Maintaining or just getting by is not an option for success.

This constant use of assessment data extends to the district benchmarks and criterion reference tests. Teachers create tests, use textbook tests, oral assessments, and other forms of assessments to evaluate student progress. Project learning and cross curriculum studies allow students the opportunity to connect information from core subjects.

A focus by the entire staff on success keeps the school mission current and up to date. The goal is to have students prepared for the future, and testing data is only one part of this success. Schwartz is concerned with the entire education of the students with a focus on positive attitude and environment. This encourages each student to give his/her best effort in all subject areas. Teachers too are giving their best effort in creating an environment that nurtures and motivates students. The collegiality of the staff creates a group of adults who foster the feeling of family within the school. The entire school takes ownership for each and every student. The Library Media Specialist, the Counselor, the PE and Music teachers assist in achieving student success. Books, music, and chants are added into curriculum plans, and aligning physical activity with concepts such as math facts is highlighted.

### **3. Communicating Assessment Results:**

Good teams communicate frequently, and Schwartz feels that good communication can lead to healthy parent-teacher relationships and ultimately better student performance. A 'Back to School' night is hosted

by the PTA to promote a positive start to the school year. This ensures parent, teacher, and student communication takes place early. Schwartz staff members feels that communicating student work criteria and academic achievement is a large part of the school's success. Folders are sent home with every student with weekly grade reports, upcoming test materials, and all graded assignments. With parents and educators working together students' attitudes, attendance, and performance in the classroom excel. Schwartz provides a few simple strategies that help keep the lines of communication open. Parent conferences are held each semester with additional meetings upon request. The Parent Connect Program is a web based tool which provides updates on student performance daily. Test scores are available and easily accessible to all parents/legal guardians. In addition, the school web page, [www.mid-del.net](http://www.mid-del.net), is updated weekly with classroom lesson plans and correspondence via e-mail. The Oklahoma State Department of Education link enables parents, colleagues, and the community to access the No Child Left Behind (NCLB) and Academic Performance Index (API) report cards. These reports evaluate and explain how each school compares to other schools in the state.

#### **4. Sharing Success:**

Schwartz Elementary demonstrates a commitment to sharing with other schools and educators across the district, state, and nation. Both administrators and teachers participate in district meetings to communicate ideas and achievements. Principals meet monthly to discuss leadership concerns and effective methods in curriculum and assessment. District Curriculum Specialists invite grade level teachers to participate in core subject Share Fairs which are open forums for peers to communicate both successes and challenges experienced in the previous nine weeks. Teachers work annually with the Curriculum Specialists to revise the Mid-Del Criterion Reference Tests and the Mid-Del Edusoft Benchmark exams.

National and statewide communication occurs when Schwartz teachers participate in a number of professional development programs. Teachers have presented in national conferences, facilitated book studies, participated in a two week long college program entitled 'Synergizing Math Scientifically,' received state grants for Colonial Williamsburg Teacher Institute, and worked with state projects such as the Oklahoma Writing Project and the norming of the State OCCT tests.

Schwartz embraces an 'open door' policy that encourages administrators and educators to request on-site visits to gain information about the teaching/learning models. Schwartz collaborates with other Mid-Del schools to plan professional development that is beneficial to educational productivity. Technology is used to share success on a larger scale. The district and site websites give world wide access to information such as the NCLB and API Report Cards. Schwartz was pleased to be included in a community infomercial entitled, 'East is In.' Local newscasts have featured student accomplishments.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Reading is one of the most important skills students will need for their future success. As such, it is a primary focus of instruction at Schwartz. Teachers use a variety of instructional methods to ensure each child's learning style is accessed. A love of reading is fostered through the 'Stallion Stomp' recognition and awards of reading achievements. Reading Buddies, book clubs, book fairs, and storytellers create an excitement about reading that carries over into the students' lives. Based on research about the importance of reading, classroom teachers dedicate at least ninety minutes to literacy development through whole group, small group, and individual instructions.

Language Arts is a second component of the literacy development of each student. Writing begins in the primary grades using a 'secretary' or invented spelling. Transition to traditional writing and spelling occurs as the child matures and develops as a reader and writer. A scaffolding of skills takes each child from single words to word groups, sentences, paragraphs, and entire stories or essays. Shurley English is instrumental in the development of writing skills and language literacy in third and fourth grades. Fourth and fifth grades begin using the Four Square Writing method in preparation for the State OCCT Writing Assessment that takes place in February of the 5th grade. Everything accomplished prior to this time is culminated in this assessment. This curriculum forms a solid base for future writing and language literacy.

Science and Social Studies are taught as the technical nonfiction reading branch of the literacy development. Reading skills are carried over into instruction, while specific skills for these subjects are introduced and mastered. Outlining, note-taking skills, skimming, and scanning are transferred from the reading instruction to Social Studies and Science. Prediction, data gathering, and drawing conclusions are typically taught in Science, but are also reading skills. Research skills, hands-on lab experiments, and technology are employed to maintain a high level of achievement.

Math is an essential skill for all students. A solid base is built from the beginning of a child's education starting in Pre-Kindergarten. Concrete skills are mastered in early grades before more abstract ideas are introduced. Many instructional methods are used by the teachers to build the internalization of mathematical skills. Primary grades use math manipulatives as a hands-on approach to introduce concepts using Frog Street Press and Saxon Math. The spiral learning, fact families, and math multiple patterns taught in Saxon Math are carried over into the upper elementary classes. Upper elementary grades take a traditional textbook approach combined with problem solving skills to establish a more abstract approach to math.

Students receive instruction in the Visual and Performing Arts during their Activity classes. Mid-Del Schools have a set curriculum with objectives for the Visual Arts. These objectives are tested using a Criterion Reference Test. Teachers and students enjoy time learning these objectives using hands-on art techniques. Evidence of students' love of art is seen on the walls of the school in murals, as well as framed art in a picture gallery. The Performing Arts, music, is based on district set objectives also. Students perform in the District Honor Choir, Mid-Del Music Festival, at 'Stallion Stomps,' and for PTA meetings.

The Foreign Language objectives begin early with an exposure to other languages in the world. Fourth and fifth grade are Criterion Reference tested by the language specialist employed by the district.

### 2a. (Elementary Schools) Reading:

Reading TEAMS use a vertically balanced approach to research based instruction. Reading instruction begins in Pre-Kindergarten continuing through second grade using Frog Street Press and Saxon Phonics. Letter recognition and knowledge of letter sounds lead to the blending of words. Sight word recognition and vocabulary building occur through stories and activities. Materials include teacher read aloud books, Saxon worksheets, and computer programs such as Destination Reading. Literacy centers, guided reading and Fluency First are used in the classroom in addition to basal and leveled readers.

As the students progress in reading skills, instruction is modified. In 2nd and 3rd grade, Mary Legan and Ashley Vancleef's program, Reading Ideas, is introduced. Reading comprehension is taught in chunks, one concept at a time. Teachers build on comprehension skills of fact finding, cause and effect, inference, sequencing, main idea, and note taking. As mastery is achieved, more concepts are added. 'Learning to

read' transitions to 'reading to learn' during 3rd grade. In 4th, 5th, and 6th grades, that progression continues. In these grades, basal and leveled readers as well as novel units are used in reading instruction. Nonfiction reading is taught through the library books, Social Studies, and Science textbooks. We have found the scaffolding of skills is a key to our success. Oklahoma Academic Vocabulary is used in all grades using strategies from Building Academic Vocabulary. 'Word of the Day' and other techniques are used to help students increase the reading vocabulary needed for the state OCCT tests.

Classroom teachers voluntarily provide before and after school tutoring using various instruction methods including computer programs designed to increase reading fluency and comprehension. It is a combination of all of these techniques and methodologies that provide our students with a balanced and thorough approach to reading instruction

### **3. Additional Curriculum Area:**

Math is a core curriculum area with a foundation that is introduced in Pre-Kindergarten and built upon through sixth grade. The goal for every teacher is to provide all students with access to high-quality, challenging, and relevant mathematics instruction. Students at every grade level will learn mathematics with depth and understanding that will prepare them for the future. The Mid-Del Mathematics Curriculum corresponds to the State's Priority Academic Student Skills (PASS) and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The emphasis is on developing students' capacity to problem solve, reason, and communicate mathematically.

Pre-Kindergarten uses the Frog Street Press curriculum to begin number sense, number recognition, and pre-math skills. Songs, rhymes, poetry, and children-friendly characters are incorporated to introduce numbers and skills in a positive manner. Kindergarten through third grades use Saxon Math as their curriculum base. Daily introduction to new skills, repetition of previous skills through daily assignments and assessments, continuity of linking prior knowledge and new skills in subsequent grade levels, and real-life word problems are positive aspects of this primary grade curriculum. Fact mastery is strongly emphasized at this level and most students enter fourth grade with addition, subtraction, multiplication, and division facts mastered. This allows for an easy transition into the algebraic reasoning, problem solving, and data analysis focus of fourth, fifth, and sixth grade. Upper grades recently changed to a textbook based curriculum by Scott Foresman. It introduced algebraic reason and problem solving that is essential for future math concepts. The sixth grade curriculum by Glenco Publishing was adopted by the district to increase the continuity of transitioning to a middle school Algebra curriculum.

### **4. Instructional Methods:**

Dedication to the reading and mathematic focus of the mission statement begins with the Principal, the Instructional Leader. It flows to the teachers who specialize in either reading and language or mathematics, and then on to the students who have adequate time utilized for these two areas. There is a vertical flow and alignment of goals, standards, language consistency, and skills from Pre-Kindergarten to sixth grade to create a smoother transition by the students from one grade level to the next.

Reading classrooms are print rich environments that reinforce skills from the very basic to the more complex. By breaking learning into manageable chunks, students receive instruction, review, and assessments daily. Songs, rhymes, chants, poetry, word walls, and the district provided text materials are employed to ensure the instruction is appropriate for all students' learning styles. Reading classrooms also include instruction in the technical nonfiction reading such as Social Studies, Science, and nonfiction library books, as well as the ability to use the language skills of reading to communicate what has been learned.

Math classrooms are dedicated to building the skills from number sense to abstractly solving multiple step word problems. Consistency of language and scaffolding of new skills upon previous skills are building blocks to creating a successful math program. For example, students can be observed singing their math multiple songs they learned in primary grades while completing independent work as Sixth graders. Math and Science are taught using the learning modalities of hands on techniques such as manipulatives and Harcourt Demonstration Lab Kits. More abstract thinking and processing skills are encouraged through teacher facilitated discussions and inquiry learning.

## 5. Professional Development:

When teachers become students, a paradigm shift occurs that carries over into the classroom. Professional development programs impact the instructional methods, the positive environment, and the dedication to providing a structured learning environment for all. The Schwartz professional staff is committed to being life long learners. Twelve of the twenty professional staff have completed masters' degrees and three more are in the process.

With this in mind, the staff participates in book studies each year over professional books, such as *The Seven Keys to Reading Comprehension* by Susan Zimmerman and Chryse Hutchins, *Classroom Instruction that Works* by Robert Marzano, and currently, *The Morning Meeting Book* by Roxann Kriete. Administrative book studies have focused on *The Tipping Point* by Malcolm Gladwell, *The Knowing Doing Gap* by Jeffrey Pfeffer, and *Good to Great* by Jim Collins. Over the years, the entire staff has also participated in training using the brain based research programs of Kagan Cooperative Learning and Quantum Teaching, *Orchestrating Student Success*. Select staff members attend seminars such as *Building Academic Vocabulary*, Frog Street Press, *Literacy First*, and *Professional Learning Communities*. The information gained is often shared within informal gatherings, or at staff meetings.

As professional development is chosen in conjunction with data from State OCCT test scores, classroom instruction in that category is targeted with positive results the following year. Each year the staff spends time disaggregating scores and planning instructional development that will target those areas during professional development days. The Schwartz Staff uses continuing education sponsored by Mid-Del District to keep them current on educational research and techniques that will ultimately benefit the children and parents served by the school.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Oklahoma Core Curriculum Test

Edition/Publication Year 2004-2007 Publisher Data Recognition Corporation

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	97	97	89		
% "Exceeding" State Standards					
Advanced	14	8	8		
Number of students tested	36	36	37		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100	90		
% "Exceeding" State Standards					
Advanced	20	15	0		
Number of students tested	10	13	10		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100	84		
% "Exceeding" State Standards					
Advanced	20	5	5		
Number of students tested	15	20	19		
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	96	94	94		
% "Exceeding" State Standards					
Advanced	10	13	11		
Number of students tested	21	16	18		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	100	93	94		
% "Exceeding" State Standards					
Advanced	53	38	43		
Number of students tested	36	29	37		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100		90		
% "Exceeding" State Standards					
Advanced	80		20		
Number of students tested	10		10		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	95	89		
% "Exceeding" State Standards					
Advanced	40	42	42		
Number of students tested	15	19	19		
4. Females					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	90	100		
% "Exceeding" State Standards					
Advanced	62	30	44		
Number of students tested	21	10	18		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	100	93	94		
% "Exceeding" State Standards					
Advanced	53	38	43		
Number of students tested	36	29	37		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	89	90		
% "Exceeding" State Standards					
Advanced	80	56	20		
Number of students tested	10	9	10		
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	50	50		
% "Exceeding" State Standards					
Advanced	50	0	0		
Number of students tested	6	4	2		
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	95	89		
% "Exceeding" State Standards					
Advanced	40	42	42		
Number of students tested	15	19			
4. Females					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	90	100		
% "Exceeding" State Standards					
Advanced	62	30	44		
Number of students tested	21	10	18		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	100	100	97		
% "Exceeding" State Standards					
Advanced	84	58	40		
Number of students tested	25	36	30		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory		100	100		
% "Exceeding" State Standards					
Advanced		25	50		
Number of students tested		12	10		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100	93		
% "Exceeding" State Standards					
Advanced	77	50	36		
Number of students tested	13	18	14		
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100	100		
% "Exceeding" State Standards					
Advanced	92	67	44		
Number of students tested	12	18	16		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	100	100	96		
% "Exceeding" State Standards					
Advanced	32	6	23		
Number of students tested	25	36	30		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory		100	90		
% "Exceeding" State Standards					
Advanced		0	30		
Number of students tested		12	10		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100	100		
% "Exceeding" State Standards					
Advanced	38	6	29		
Number of students tested	13	18	14		
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100	94		
% "Exceeding" State Standards					
Advanced	25	6	19		
Number of students tested	12	18	16		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	96	97	95		
% "Exceeding" State Standards					
Advanced	55	70	52		
Number of students tested	29	30	42		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory			100		
% "Exceeding" State Standards					
Advanced			53		
Number of students tested			15		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	93	92	91		
% "Exceeding" State Standards					
Advanced	53	71	48		
Number of students tested	15	14	23		
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100	100		
% "Exceeding" State Standards					
Advanced	57	69	58		
Number of students tested	14	16	19		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	100	93	84		
% "Exceeding" State Standards					
Advanced	28	20	17		
Number of students tested	29	30	42		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory			87		
% "Exceeding" State Standards					
Advanced			20		
Number of students tested			15		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	93	79		
% "Exceeding" State Standards					
Advanced	33	14	22		
Number of students tested	15	14	23		
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	94	90		
% "Exceeding" State Standards					
Advanced	21	25	11		
Number of students tested	14	16	19		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	100	100			
% "Exceeding" State Standards					
Advanced	79	50			
Number of students tested	29	38			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory		100			
% "Exceeding" State Standards					
Advanced		54			
Number of students tested		13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100			
% "Exceeding" State Standards					
Advanced	77	50			
Number of students tested	13	18			
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100			
% "Exceeding" State Standards					
Advanced	81	50			
Number of students tested	16	20			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	100	97			
% "Exceeding" State Standards					
Advanced	24	21			
Number of students tested	29	38			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory		100			
% "Exceeding" State Standards					
Advanced		15			
Number of students tested		13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100			
% "Exceeding" State Standards					
Advanced	23	33			
Number of students tested	13	18			
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	95			
% "Exceeding" State Standards					
Advanced	25	10			
Number of students tested	16	20			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory	100	97			
% "Exceeding" State Standards					
Advanced	24	21			
Number of students tested	29	38			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100			
% "Exceeding" State Standards					
Advanced	44	15			
Number of students tested	9	13			
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	66			
% "Exceeding" State Standards					
Advanced	33	33			
Number of students tested	3	3			
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	100			
% "Exceeding" State Standards					
Advanced	23	33			
Number of students tested	13	18			
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory	100	95			
% "Exceeding" State Standards					
Advanced	25	10			
Number of students tested	16	20			