

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Shannon Thompson

Official School Name: Fairview Elementary

School Mailing Address:
2431 SW 89th Street
Oklahoma City, OK 73159-6319

County: Cleveland State School Code Number*: I02

Telephone: (405) 735-4170 Fax: (405) 682-5521

Web site/URL: moorepublicschools.com/fairview E-mail: shannonthompson@mooreschools.com

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Susan Pierce

District Name: Moore Public Schools Tel: (405) 735-4249

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Jamey Allen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)	21	Elementary schools (includes K-8)
	6	Middle/Junior high schools
	3	High schools
	0	K-12 schools
	30	TOTAL

2. District Per Pupil Expenditure: 3017

SCHOOL (To be completed by all schools)

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

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

4. 5 Number of years the principal has been in her/his position at this school.

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	20	20	40	6	42	18	60
K	52	40	92	7	0	0	0
1	56	45	101	8	0	0	0
2	52	53	105	9	0	0	0
3	49	50	99	10	0	0	0
4	39	37	76	11	0	0	0
5	43	42	85	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							658

6. Racial/ethnic composition of the school: 10 % American Indian or Alaska Native
10 % Asian
11 % Black or African American
16 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
53 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is 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.	54
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	45
(3)	Total of all transferred students [sum of rows (1) and (2)].	99
(4)	Total number of students in the school as of October 1.	677
(5)	Total transferred students in row (3) divided by total students in row (4).	0.146
(6)	Amount in row (5) multiplied by 100.	14.623

8. Limited English proficient students in the school: 10 %

Total number limited English proficient 67

Number of languages represented: 10

Specify languages:

Chinese, Japanese, Korean, Lao, Telegu, Vietnamese, Marshallese, Ga, Igbo, and Spanish

9. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 396

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 free and reduced-price school meals 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: 16 %

Total Number of Students Served: 107

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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>38</u> Developmentally Delayed

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>3</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>0</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>12</u>	<u>1</u>
Total number	<u>73</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	97%	96%	96%	96%	96%
Teacher turnover rate	4%	6%	4%	8%	26%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2004-2005 a new building administrator was assigned to Fairview. New curriculum programs were mandated in order to improve student achievement. Many teachers were eligible for retirement and chose to retire or relocate to a different school as opposed to make the curriculum adjustments necessary for improving student achievement.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Located in the SW corner of Oklahoma City, Fairview Elementary is one of the largest elementary schools in the Moore Public School District. Moore Public Schools is the third largest district in the state of Oklahoma.

Fairview Elementary is home to approximately 675 students in pre-K through 6th grade. We are a Title I school with 61.88 % of our students qualifying for free and reduced lunches. We are an economically disadvantaged and culturally diverse population. Our student body consists of 53.8% white, 15.5% Hispanic, 10.9% African American, 9.8% Asian, 9.7% Native American, and .3% Native Hawaiian. (Additionally, 10% of Fairview students live in a home in which English is spoken as a second language or not spoken at all.)

Students excel at Fairview because of the wide variety of learning experiences they are offered. The administrators collaborate with outstanding and caring educators. Their goal is for students to reach their full potential academically and socially, and to be productive citizens. Fairview's staff has quarterly YANTA (You Are Not Teaching Alone) meetings where we collaborate with colleagues by discussing ways to enhance teaching techniques in the classroom. Topics discussed include innovations to classroom management, teaching techniques, curriculum, and technology, as well as assessment of strengths and weaknesses. A large percentage of our staff has participated in methodological workshops such as Great Expectations. We strive to instill character qualities by teaching the Life Principles to our students.

Curriculum has been vitally important to Fairview as we have progressed academically in the past five years from an API score of 1488 in 2007-2008 to our goal of a perfect score of 1500 in 2008-2009. Our administration and several of our teachers attended Professional Learning Communities in St. Louis. This experience led the faculty at Fairview to help create and design district curriculum maps and blueprints for each subject area. These blueprints and maps are aligned with the Oklahoma Priority Academic Student Skills (PASS). Many Fairview teachers serve on the nine weeks District Assessment Committee. This committee creates and edits tests, analyzes test questions and evaluates test results. Along with the district and state mandated tests, our school uses a variety of authentic assessments and evaluation tools. We use Payne Institute's Structure Language Basics, Mary Legan, Tampa Reads, STARS, Cars, Buckle Down, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), STARS and GATES reading, and Accelerated Reader to evaluate our children. These assessments are given throughout the year to measure progress in the core curriculum areas. Assessment data is used to guide instruction, enhance student learning, and determine intervention needs for individual students. Each classroom contains at least two student computers and an interactive white board to provide daily use of technology.

Special Programs allow our students to have every opportunity to be successful at Fairview. Students attend music, physical education, art, and computer lab. We have two computer labs equipped with fifty computers for Destination Reading, Success Maker, and Study Island. We are fortunate enough to have an outstanding literacy coach who facilitates authentic learning and assessments. Fairview offers daily programs for intervention and remediation. Fairview has established six special education resource rooms to serve the needs of Intellectually Deficient, Mild to Moderate and Autistic students. We have Title I tutors for reading and math. We have an ELL (English Language Learner) program, and our Title 9 offers Indian remediation for individual and small group instruction. We have an after school tutoring program in the computer lab for math and reading. During the second semester we offer a program called Saturday School, which is designed for students who need remediation in order to help them ensure success on the Oklahoma State Criterion Reference Test. Children are placed in small academic groups based on weak curriculum areas as identified by benchmark assessments. The activities completed in Saturday School are specifically designed to meet the needs of the individual group of students.

Parental involvement is essential to academic success. In 2008-2009 we implemented regularly scheduled parent involvement activities, and we are extremely pleased with the parent participation. We have chosen a committee of teachers to explore ideas and organize activities that will assist parents in being involved in their child's education. The activities also inform parents and help them understand that learning goes beyond the

classroom. At the beginning of each school year, grade level teams hold individual grade level parent meetings. These meetings are to share with parents the expectations, programs, policies, and procedures here at Fairview. Twice a year Fairview hosts Accelerated Reading Night where parents and students have the opportunity to listen to a story, read together, and take Accelerated Reader tests. In addition, there is a parent orientation breakfast for our Saturday School Program. Parents are given an overview of the testing process. They are informed of test taking skills and strategies that will increase their child's opportunity for success.

Fairview's mission is to be a professional learning community that believes all students can learn. Our goal is to continually seek methods to improve student achievement through rigorous academic programs that are aligned with state standards, and to teach positive character development where every student reaches his or her full potential for educational success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In order to improve student achievement, the federal government enacted Public Law 107-110 entitled *No Child Left Behind*. This law requires schools to document consistent improvement in performance and is measured in the state of Oklahoma by an Academic Performance Index (API). At the elementary school level API is measured by a combination of reading and math scores and student attendance. The API range is 0-1500. Fairview's API in 2004 was 1120 and consistently increased each year until the score of 1500 was obtained in the spring of 2009.

Fairview's students participate in math and reading testing in grades 3, 4, 5 and 6. Each spring Criterion Reference Tests are administered based on the mastery of Oklahoma Priority Academic Student Skills. (*PASS*) For the purposes of this Blue Ribbon report we will focus on all math and reading scores for grades 3-6. However, sixth graders did not take a CRT until the spring of 2006 so there will not be sixth grade scores presented on the 2004-2005 school year statistical graphs.

Students' CRT scores are converted from percentages to score ranges of unsatisfactory, limited knowledge, satisfactory and advanced. Every student at Fairview is assessed although some students who qualify according to IEP requirements in special education are given an alternative assessment. It is important to point out that Fairview houses two severe/profound classes for the west side of the school district. This makes our percent of alternative assessments much higher than an average school that does not house these types of special education programs.

The two largest subgroups we focused on in the statistical information were economically disadvantaged and Native American. However, Fairview has two other fast growing sub groups both Hispanic/Latino and African American. (The staff at Fairview is proud of the fact that the Hispanic/Latino sub groups have scored consistently within 5 points of the Caucasian with the Native American subgroups scoring as high if not higher than Caucasians in almost all areas.) The African American population historically at Fairview has scored lower but in the past few years the achievement gap between them and other sub groups has narrowed. In addition, there has been a ten point or less discrepancy between the economically disadvantaged students and economically advantaged students.

During the summer of 2009, the Oklahoma State Department of Education convened a state wide committee to look at test cut scores. It was decided that the cut scores for reaching satisfactory would be dramatically altered. For example, in fourth grade reading it will now require that students answer an additional 12 questions correctly in order to score in the satisfactory quartile. This negatively affected all the scores across the state of Oklahoma. In fact the local media outlets covered the story in an attempt to prepare parents and patrons for the lower scores that would be communicated to them the following fall. However, the good news is that the API scores were still formulated using the previous years cut scores although the percentages in the statistical information on this report will reflect the new standards. Beginning in 2010, all API scores will be formulated using the new cut scores. This explains while although Fairview's average number of students passed dropped in 08-09, the API was still twelve points higher.

The faculty at Fairview Elementary meets for a day each fall in order to segregate the previous years testing data enabling us to adjust current curriculum calendars and benchmark assessments. Each subject area team carefully examines each testing objective and identifies areas where improvement is needed. Building wide goals are then set based on these findings. Those goals become the focal point of our monthly team meetings and are informally monitored throughout the year.

Further information about Oklahoma's assessment system can be found at www.sde.state.ok.us/AcctAssess.

2. Using Assessment Results:

Fairview Elementary believes that the primary purpose of assessment is to improve teaching and learning. We recognize that multiple sources of assessment data are more likely to provide a clearer picture of our students' strengths and needs. We utilize both formal and informal formative, summative, and authentic based assessments. Common assessments include the DIBELS, district benchmark assessments, GATES Reading Test, STAR/STAR EL, and the Oklahoma Core Curriculum Tests. The DIBELS is administered three times a year to all students Kindergarten through Third grade. The initial administration provides our teachers with an understanding of where each student is functioning on critical literacy skills. Using this information, teachers form flexible guided reading groups and small skill-based intervention groups designed to meet specific literacy needs. Students who test below benchmark are progress monitored on a monthly or bi-weekly basis. These frequent assessments measure learning as it happens and provide critical feedback to guide small-group instruction. Fairview's Literacy Coach and teachers work together to analyze student assessment responses by looking for specific error patterns; instruction is then differentiated accordingly. Fairview administrators and teachers also utilize DIBELS reports that reflect individual student histories, classroom and grade level performance, and district wide performance. The GATES is a summative assessment used in grades 4 – 6. The fall pre-test provides teachers with an understanding of students' comprehension and vocabulary skills. The post-test, given in the spring, reflects yearly growth. District Benchmark exams are administered each nine weeks in grades 3 – 6. The content of our benchmark exams are directly linked to State PASS Standards and district curriculum maps. Grade level teams review data (percent correct per question) and collaboratively formulate re-teaching strategies for those objectives yet to be mastered. The STAR/ STAR EL web-based assessments are given several times a year to pinpoint each student's independent reading range. Each fall Fairview faculty members meet to review Oklahoma Core Curriculum Test data from the previous year. Horizontal teams rank objectives from strongest to weakest. We celebrate our strengths as a Professional Learning Community and identify our three lowest three objectives at each grade level. Vertical teams reflect on past teaching strategies and discuss the implementation of alternative strategies, resources, and programs to enhance future performance on weak objectives. Students scoring below Satisfactory receive small group tutoring during the school day three times a week. They are also eligible to attend before and after school SuccessMaker tutoring and are encouraged to access Study Island test prep activities from home. In addition, each student's parent is contacted with information about Saturday School attendance and take home test prep packets.

3. Communicating Assessment Results:

At Fairview we believe that positive mutual communication between school, home, and surrounding community create partnerships that benefit our students. We strive to communicate student performance data in various ways. Parents are given information about grade specific assessments at grade level meetings held at the beginning of each school year. Parent conferences are held two times each year and progress reports are sent home every 5 weeks. Parents are encouraged to track their child's performance on-line by accessing our Parent Portal. The parents of our students attending Saturday School are invited to attend a breakfast on the first morning. Parents are shown a power-point presentation outlining the importance of CRT's, testing strategies, and ways to actively prepare their child for testing. Our principal closes the breakfast by facilitating a question and answer session. Each year Fairview promotes a testing theme that actively involves our entire student body. Students work on test prep strategies to earn theme related points. Grade level progress is showcased and celebrated during school wide assemblies. Fairview's CRT scores are available on-line at both the district and state level. State report cards are sent home with our students outlining Fairview's Academic Performance Index and percentages of students scoring Satisfactory and above in each subject area. Copies of state scores are also made available to the public on-site.

4. Sharing Success:

Fairview Elementary faculty and staff are committed to academic excellence of all students. We eagerly engage in collaboration at all levels to achieve this. One of our teachers has been an A+ faculty member for several years and will be presenting at the upcoming State Social Studies Convention. Many of our teachers

have served and continue to serve on core curriculum alignment committees at the district and state level, as well as working with testing companies to create assessments that evaluate state standards.

Because of our successes while being an ethnic, socioeconomic, and academically diverse community, our school has been visited by delegations of other educators investigating our utilization of technology to facilitate student excellence. Our faculty feels compelled to share what we have learned and often find we benefit from the exchanges as much as our guests do. Many of our teachers serve as mentors to undergraduate students seeking to complete their field experience. Our teachers willingly share their expertise and model best teaching practices for these young educators.

A host of our faculty members have participated in Ruby Payne, Professional Learning Communities, and Great Expectations training, among other workshops and book studies that our district so generously has provided. This allows participants to collaborate at many levels. Each teacher serves on a vertical and horizontal committee within our school utilizing data segregation as the driving force for every decision. Other opportunities to share come through technology files and blogs in Synergy, grade level parent meetings, Title I parent nights, monthly all school assemblies that focus on student success, and our principal's monthly newsletter.

Fairview students participate in school and district science fairs, the annual track meet, Reflections (PTA sponsored art contest), honor choir, and other art and writing contests.

Whether collaboration is in pairs, large groups, with our educator peers, or among our students and their parents, we value every opportunity to question, observe, understand, and share so that all may benefit in a mutual exchange of ideas.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Fairview Elementary School recognizes that every child in America needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders. Basing our curriculum on Oklahoma's Priority Academic Student Skills (PASS), utilizing Moore Public School's aligned curriculum guides and always keeping "what we want our students to know" in mind, we approach our instruction by preparing our students through creative teaching. We teach our students with multi-sensory techniques, engaging them in creative problem solving experiences in supportive, collaborative, technology rich environments, and assessment driven curriculum.

Language Arts

Fairview Elementary reading teachers have attended the Payne Institute receiving instruction in multi-sensory reading instruction, known as SLB. This school wide multi-sensory phonics program is taught in combination with our school wide vocabulary program, Tampa Reads. Fairview Elementary presents a balanced literacy program which enhances comprehension ensuring Accelerated Reader successes for our students. Instructors review students' progress with DIBELs and Gates assessments, Title I tutoring, Read Naturally Fluency Program and through Guided Reading. With this assessment data, remedial groups are established to meet individual needs which are flexible with students' growth. A large component of our success is attributed to SuccessMaker, a computerized lab program focusing on individualized reading and math skills. The program adjusts to the appropriate grade level needs so students master reading/math concepts and progresses with the student.

Math

The Harcourt-Brace math program is our school's math series, however integration of technology programs are an integral part of our instruction. Smart Boards, SuccessMaker and hands on activities are on going in our math classrooms. Creative problem solving skills are at the fore front in math instruction. Traditional problem solving is acceptable instruction, but is not applicable to our students ever changing problems of real life. Creative problem solving is what we use to survive every day of our lives, so practicing these skills in our structured, supervised learning environments have increased critical thinking. Additional programs including STARS, CARS, Blast Off, Buckle Down and peer tutoring are utilized in our building.

Science

The Inquiry approach used here at Fairview Elementary focuses on student led science instruction. Science is presented with the scientific method, developmentally appropriate hands on experiments, and the learning cycle. The Science Fair is an integral component of instruction and looked forward to by every grade level. Students' science fair boards are displayed and viewed by all at Fairview Elementary, so shared learning is in place. Our students have limited contact with our world, so real life experiences are consciously included. Successful programs such as Ag in the Classroom and AIMS lesson ideas are visible in our school and bring smiles to students' learning while answering their questions such as, "Where does this come from?" Science permits the originality of the teacher to come into play. Fairview teachers are always looking for and finding connections to other disciplines and create novel, unique, and remarkably creative day-to-day activities which open our students' eyes to carry knowledge from subject to subject.

Social Studies

The theme of instruction for social studies is every student will grow up to be a citizen. Our question is...what type of citizen do we mold at Fairview? Teachers, staff, and administrators model "being a good citizen" and

“choosing to do the right thing.” Using a textbook published by Scott-Foresman as a basic guide, teachers add creative differentiated hands on activities to meet the needs of a diverse population. There are a high number of special education students at Fairview and almost all are mainstreamed into social studies classes. Our teachers do a remarkable job modifying lessons to IEP compliance and make the social studies experience enjoyable for all students. By incorporating multiple intelligences in the social studies classroom and arts integration, all students achieve success in our community. Flexibility is our mind set while designing instruction and through that flexibility vertical alignment is achieved.

Art

Every area in our core curriculum can be integrated with a principle or element of design. Tessellations, perspective drawings, landscapes, portraits, and still life paintings reinforce math and science concepts. Art history lessons employ critical thinking skills by inviting students to describe how historical or social events inspired works of art.

Music

The music curriculum emphasizes music literacy, which bolsters students’ reading, writing, and mathematical skills in the regular classroom. Moreover, at all grade levels the children hear, sing, discuss, act out, dance, and read numerous folk songs, and this process improves students’ language skills.

Fairview Elementary creates a collaborative teaching environment that supports each child’s ability to learn and be successful regardless of the socioeconomic, cultural or financial environment in which our school exists. We prepare our students for the 21st century.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Using current research and Oklahoma PASS skills, Fairview Elementary School provides a balanced literacy program which implements phonemic awareness, phonics, vocabulary, comprehension, and fluency. Our goal of instruction is to create proficient readers who use the strategies and skills of reading, listening, speaking, writing, and thinking.

Students in kindergarten through third grade are assessed using Dynamic Indicators of Basic Early Literacy skills (DIBELS); while students in fourth through sixth grade are assessed utilizing GATES Reading Tests. Students in first through sixth grade are also assessed quarterly with STAR testing. Using data segregation, teachers create flexible guided reading sub groups using either the district adopted textbooks, National Geographic readers, or literacy trade books to teach the strategies and skills of reading in a small group setting. Comprehension skills are also taught in whole group instruction using the Mary Legan program. Vocabulary and spelling instruction are met through the Tampa Reads program. Fairview Elementary teachers are 100% trained in Payne Institute’s Structured Language Basics. This program provides phonemic awareness, alphabet and dictionary study, phonics, handwriting, multisensory grammar, spelling, comprehension, fluency, and oral language. Students in first through sixth grade are provided daily instruction in each component.

Students receive daily reading instruction using technology in the classroom and computer lab. The SuccessMaker computer reading program is attended by students twice a week for forty minutes each session. It is a prescriptive program which prescribes skills for each individual student after an initial placement test is given. Students in third through sixth grade utilize Study Island to practice reading skills twice a week. Each classroom is equipped with an interactive white board so teachers may engage students in learning while using technology daily. Destination Reading is a computer program used in collaboration with the Response to Intervention program for students who, according to regularly given assessments, show the need for intensive or strategic intervention.

All of Fairview Elementary staff, patrons, and community leaders are stakeholders in the professional learning community who play a significant role in implementing effective reading practices. Teachers collaborate with the literacy coach to facilitate authentic learning and assessment within the classroom. Title One instructors and tutors offer individual and small group instruction using the Response to Intervention model for intensive and strategic students. Teachers meet monthly with grade level team members, the literacy coach, administrator, and title one instructors to plan interventions for intensive and strategic students. Vertical teams meet twice yearly to segregate data to plan for authentic instruction and assessment. Grade level teachers meet with parents two times a year to inform them of their student's progress in reading.

The Fairview Elementary professional learning community believes that we are all reading teachers and are universally responsible for the success of each student.

3. Additional Curriculum Area:

We are stakeholders in our student's achievement. It is our mission to go above and beyond to help each child to succeed. Our mathematics curriculum is organized into five standards based on the National Council of Teachers of Mathematics (NCTM). The standards are Algebraic Reasoning, Patterns and Relationships, Number Sense and Operation, Geometry, Measurement, and Data Analysis. The skills build from year to year and are taught by all teachers. We strive to relate hands on activities to everyday lives, making math instruction more meaningful to the students. Math is taught 60-90 minutes per day. Our teachers provide supplemental activities to strengthen critical thinking, problem solving and mastery of math facts.

Each classroom has a SMARTboard and our teachers have gone through the districts' five week training. This technology is a great tool for supplemental activities to help teach our PASS skills. We have a software program titled SuccessMaker. Every student uses this program to increase their math skills.

Our district employs a math coordinator who, with the help of a teacher committee, designed a math calendar for each grade level to follow. Teachers from across the district align the math series to our PASS skills for this calendar. It is adjusted yearly from the data taken from the CRT tests. The purpose of the math calendar is to ensure skills being tested are taught before testing week.

Vertical curriculum teams use the CRT scores in math to go through each standard to establish our areas of deficiencies. We use this information to adjust Fairview's math calendar. Low performing students and students who score unsatisfactorily or limited knowledge on the previous year's test are remediated through a variety of methods.

Our fifth and sixth grade math teachers implement strategies from the Professional Development Institute (PDI). It is a three year professional development program. They receive hands on activities and books to use in teaching real world problems. The resources help the students achieve proficiency in problem solving, logical reasoning, higher order thinking and effective communication.

4. Instructional Methods:

At Fairview Elementary, the faculty is trained in a variety of different methods to assist them in meeting the needs of the various subgroups being served. Teachers have participated in A+ Schools, PLC (Professional Learning Communities), 6+1 Writing Traits, and Payne Learning Center workshops that train educators in the use of SLB (Structured Language Basics). These trainings have made the teachers successful in teaching different methods to students who do not learn in traditional ways. These trainings provide teachers with the resources to effectively teach using active hands-on lessons, varied whole group and small group activities, guided reading groups and successful peer tutoring. These methods of teaching make Fairview successful in meeting the needs of our diverse student population that attend the school.

Many opportunities are provided for reinforcing material learned in the classroom. After-school tutoring, in-school tutoring, Saturday School and SEARCH (gifted and talented instruction) are all provided at no charge

to families. These tutoring/supplemental situations allow students to participate in activities that allow them to continue reinforcing material learned in the regular classroom. The teachers have successfully arranged their schedules so removal from the classroom to participate in tutoring does not hinder the tutored student's progress in the regular classroom. While groups of students are participating in remediation time the children not in need of remediation are participating in enrichment activities designed to reinforce previously taught skills. (There is no down-time utilized in the classroom to accommodate the supplemental tutoring situations.) Students who are accelerated and demonstrate through assessments a talent in academic areas are given the opportunity to attend SEARCH classes once a week. Enrichment activities are provided by a teacher trained in working with gifted and talented children. These successful pull-out programs have proven to be very effective at Fairview and are credited for the high test scores obtained by the students.

Technology is utilized very effectively at Fairview. Programs such as SuccessMaker and Study Island are worked into the teachers' schedules on a weekly basis. These programs allow the students the opportunity to review, at their own pace, material the classroom teachers have previously covered. The teachers use the information gathered from the program to individualize instruction and remediate when necessary.

These programs assist Fairview in effectively addressing the diversity of the population being served. On-going training, supplemental programs, and the use of varied technologies have made Fairview successful in increasing student achievement.

5. Professional Development:

Fairview Elementary School staff members receive immeasurable benefits from the rich and varied professional development opportunities provided by our district. These opportunities have included extensive technology training when each classroom received its SMARTBoard, AIMS science and math workshops, and monthly offerings in reading. The district has also brought in nationally recognized speakers and arranged for teachers to attend their presentations. For example, Pat Pavelka was brought in for two-part training in guided reading and the district arranged for all reading teachers to attend both presentations. The district also has an active Professional Development Committee which reviews requests from teachers to attend local, regional and national conferences. The committee sent teachers to the International Reading Association Conference, the National Teachers of Mathematics Conference, and the annual Great Expectations Conference. Each summer the State Department of Education presents the PASSages Conference. This conference, conducted by master teachers, offers a wide variety of workshops, each aligned to a different PASS skill. Additionally, the state's Math Department leads a "math academy." This academy is a two-day program filled with hands-on lessons for teachers to take back into their classrooms and share with their colleagues. Worthy of mention is the commitment of our reading teachers of every grade who attended a five-day training for Structured Language Basics. This comprehensive program is a multi-sensory approach to teaching the structure of the English language. Structured Language Basics instructors use all brain-pathways while teaching phonemic awareness, phonics, common spelling patterns, fluency and comprehension. Fairview is the only school in the district which has every teacher trained and teaching this program.

The school is fortunate to have several staff members who provide on-going in-house professional development. One staff member regularly conducts technology training for SMARTBoards, another is a certified trainer for the Gurian Institute which specializes in learning differences between boys and girls, and one other is an Oklahoma A+ Fellow and trainer. Additionally, Fairview has its own literacy coach on staff. This staff member has proven to be an invaluable resource to teachers who need assistance in providing specific response to intervention indicated by DIBELS scores, areas of difficulties on SuccessMaker performance, or weaknesses that appear from SLB assessments.

Fairview's principal encourages her staff to take advantage of every essential learning opportunity, as well as provides and updates a professional development library and resource room that reaches across all curriculum areas.

6. **School Leadership:**

At Fairview Elementary we practice fostering an environment where power and decision making is shared among all stakeholders. Individuals are encouraged to build a community of leaders and learners who will shape the school setting and increase student productivity. Leaders include the principal, the assistant principal, the counselor, teachers, paraprofessionals, and support staff. One aspect of our success is the cooperative establishment of a shared vision and school mission. Our principal is instrumental in involving all stakeholders in the vision's implementation. She collectively finds creative means to obtain funds for teachers, students, and parents to achieve our vision. Examples of utilizing funds are purchasing Smart Boards, Great Expectations training, SLB (Structured Language Basics) training, after school tutoring in math and reading, Saturday School (a tutoring program utilizing nontraditional school hours), Read Naturally program, Literacy Coach, and providing opportunities for teachers to attend PLC training (Professional Learning Community).

Hiring highly qualified teachers who collaborate as a team, mentor fellow colleagues, and enhance teaching techniques through professional development is a priority of our leadership along with utilizing testing data effectively. The testing data obtained drives curriculum and programs designed to increase student achievement. Teachers meet with Fairview's media specialist monthly to collaborate and plan curriculum that aligns with Oklahoma PASS Skills, meet monthly in horizontal teams with the principal, attend quarterly book studies, discuss research-based articles, introduce developments in technology, and share instructional techniques ensuring classroom success.

Fairview is a child-centered campus. The atmosphere makes parents, grandparents, and the community feel welcome and encouraged to participate in their children's educational experience. The principal provides opportunities for students to offer their personal best through Rise and Shine, a program which showcases student accomplishments academically and socially. Students are recognized for meeting Accelerated Reader goals with 85% accuracy, scores on nine weeks tests, individual classroom achievements, and personal achievements in arts and sports.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2005-2009

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	94	100	92	94	62
% Advanced	42	51	44	28	13
Number of students tested	60	39	50	54	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	15	2	5	1
Percent of students alternatively assessed	5	6	1	3	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	100	82	91	91
% Advanced	23	47	41	23	13
Number of students tested	26	19	22	22	21
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		77	50		
% Advanced		15	10		
Number of students tested		13	10		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
American Indian	100				
% Advanced	38				
Number of students tested	13				

Notes: #6 Subgroup - American Indian. As directed subgroups must have a total of 10 or more students tested in order to document achievement percentages. Due to the high student mobility rate at Fairview, these subgroup numbers vary year to year. School scores are derived from regular education students enrolled at Fairview for a full academic year. Please note that Fairview houses two special education programs for severe/profound children for the entire west side of our school district. This is why our "alternative assessed" percentage is unusually high. Depending on the year we have anywhere from 1 to 5 children per grade n that program. Beginning in 07-08 mild/moderate special education students were allowed to be assessed using a modified test.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 3 Test: Oklahoma Core Curriculum Test
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	86	100	96	100	96
% Advanced	5	10	14	2	6
Number of students tested	60	39	50	54	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	1	3	1
Percent of students alternatively assessed	10	15	2	5	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77	100	95	100	91
% Advanced	0	10	23	0	13
Number of students tested	26	19	22	22	32
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		67	55		
% Advanced		0	0		
Number of students tested		13	10		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
American Indian	85				
% Advanced	0				
Number of students tested	13				

Notes: As directed subgroups must have a total of 10 or more students tested in order to document achievement percentages. Due to the high student mobility rate at Fairview, these subgroup numbers vary year to year. School scores are derived from regular education students enrolled at Fairview for a full academic year. Please note that Fairview houses two special education programs for severe/profound children for the entire west side of our school district. This is why our “alternative assessed” percentage is unusually high. Depending on the year we have anywhere from 1 to 5 children per grade in that program. Beginning in 07-08 mild/moderate special education students were allowed to be assessed using a modified test.

Subject: Mathematics
Edition/Publication Year: 2005-2009

Grade: 4 Test: Oklahoma Core Curriculum Test
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	98	100	98	100	85
% Advanced	44	21	38	45	16
Number of students tested	48	43	47	42	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	2	3	1	2
Percent of students alternatively assessed	12	4	6	2	4
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	100	92	89	73
% Advanced	26	15	21	20	5
Number of students tested	19	20	14	19	22
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	60		50		
% Advanced	10		20		
Number of students tested	10		10		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
American Indian					94
% Advanced					0
Number of students tested					17

Notes: #6 Subgroup is American Indian. As directed subgroups must have a total of 10 or more students tested in order to document achievement percentages. Due to the high student mobility rate at Fairview, these subgroup numbers vary year to year. School scores are derived from regular education students enrolled at Fairview for a full academic year. Please note that Fairview houses two special education programs for severe/profound children for the entire west side of our school district. This is why our “alternative assessed” percentage is unusually high. Depending on the year we have anywhere from 1 to 5 children per grade in that program. Beginning in 07-08 mild/moderate special education students were allowed to be assessed using a modified test.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 4 Test: Oklahoma Core Curriculum Test
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	94	95	98	100	83
% Advanced	13	42	9	14	4
Number of students tested	48	43	47	42	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	2	1	1	4
Percent of students alternatively assessed	12	4	2	2	7
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	95	93	100	68
% Advanced	7	35	7	6	0
Number of students tested	29	20	27	19	22
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	60		60		
% Advanced	10		0		
Number of students tested	10		10		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
American Indian					76
% Advanced					6
Number of students tested					17

Notes: #6 Subgroup is American Indian. As directed subgroups must have a total of 10 or more students tested in order to document achievement percentages. Due to the high student mobility rate at Fairview, these subgroup numbers vary year to year. School scores are derived from regular education students enrolled at Fairview for a full academic year. Please note that Fairview houses two special education programs for severe/profound children for the entire west side of our school district. This is why our “alternative assessed” percentage is unusually high. Depending on the year we have anywhere from 1 to 5 children per grade in that program. Beginning in 07-08 mild/moderate special education students were allowed to be assessed using a modified test.

Subject: Mathematics
Edition/Publication Year: 2005-2009

Grade: 5 Test: Oklahoma Core Curriculum Test
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	87	100	98	88	87
% Advanced	57	50	49	30	36
Number of students tested	54	42	45	61	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	4	1	4	6
Percent of students alternatively assessed	11	9	2	6	14
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78	100	96	85	95
% Advanced	50	31	38	23	37
Number of students tested	32	26	26	22	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
American Indian			100	85	90
% Advanced			40	14	20
Number of students tested			10	14	10

Notes: #6 Subgroup is American Indian. As directed subgroups must have a total of 10 or more students tested in order to document achievement percentages. Due to the high student mobility rate at Fairview, these subgroup numbers vary year to year. School scores are derived from regular education students enrolled at Fairview for a full academic year. Please note that Fairview houses two special education programs for severe/profound children for the entire west side of our school district. This is why our “alternative assessed” percentage is unusually high. Depending on the year we have anywhere from 1 to 5 children per grade in that program. Beginning in 07-08 mild/moderate special education students were allowed to be assessed using a modified test.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 5 Test: Oklahoma Core Curriculum Test
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	89	98	96	85	78
% Advanced	13	19	22	21	12
Number of students tested	54	42	45	61	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	4	1	4	6
Percent of students alternatively assessed	11	9	2	6	14
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	87	95	100	63	74
% Advanced	13	21	12	14	11
Number of students tested	32	19	26	22	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
American Indian			100	78	80
% Advanced			10	7	10
Number of students tested			10	14	10

Notes: #6 Subgroup is American Indian. As directed subgroups must have a total of 10 or more students tested in order to document achievement percentages. Due to the high student mobility rate at Fairview, these subgroup numbers vary year to year. School scores are derived from regular education students enrolled at Fairview for a full academic year. Please note that Fairview houses two special education programs for severe/profound children for the entire west side of our school district. This is why our “alternative assessed” percentage is unusually high. Depending on the year we have anywhere from 1 to 5 children per grade in that program. Beginning in 07-08 mild/moderate special education students were allowed to be assessed using a modified test.

Subject: Mathematics
Edition/Publication Year: 2005-2009

Grade: 6 Test: Oklahoma Core Curriculum Test
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	95	100	91	85	0
% Advanced	58	74	44	36	0
Number of students tested	55	43	64	47	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	8	5	7	6	0
Percent of students alternatively assessed	14	11	11	12	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	100	86	81	
% Advanced	58	71	41	55	
Number of students tested	31	24	22	22	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100				
% Advanced	23				
Number of students tested	13				
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
American Indians			91	80	
% Advanced			36	27	
Number of students tested			11	15	

Notes: #6 Subgroup is American Indian. Sixth graders in Oklahoma did not begin annual assessments until 2005-2006. As directed subgroups must have a total of 10 or more students tested in order to document achievement percentages. Due to the high student mobility rate at Fairview, these subgroup numbers vary year to year. School scores are derived from regular education students enrolled at Fairview for a full academic year. Please note that Fairview houses two special education programs for severe/profound children for the entire west side of our school district. This is why our "alternative assessed" percentage is unusually high. Depending on the year we have anywhere from 1 to 5 children per grade in that program. Beginning in 07-08 mild/moderate special education students were allowed to be assessed using a modified test.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 6 Test: Oklahoma Core Curriculum Test
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	91	89	94	0
% Advanced	24	26	8	9	0
Number of students tested	55	43	64	47	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	8	5	7	6	0
Percent of students alternatively assessed	14	11	11	12	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	87	83	100	
% Advanced	19	25	5	0	
Number of students tested	31	24	22	22	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100				
% Advanced	23				
Number of students tested	13				
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
American Indian			91	100	
% Advanced			9	7	
Number of students tested			11	15	

Notes: #6 Subgroup is American Indian. Sixth graders in Oklahoma did not begin annual assessments until 2005-2006. As directed subgroups must have a total of 10 or more students tested in order to document achievement percentages. Due to the high student mobility rate at Fairview, these subgroup numbers vary year to year. School scores are derived from regular education students enrolled at Fairview for a full academic year. Please note that Fairview houses two special education programs for severe/profound children for the entire west side of our school district. This is why our “alternative assessed” percentage is unusually high. Depending on the year we have anywhere from 1 to 5 children per grade in that program. Beginning in 07-08 mild/moderate special education students were allowed to be assessed using a modified test.