

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

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

Name of Principal: Mr. Sammy Jackson

Official School Name: Elgin Middle School

School Mailing Address:  
Highway 17 and Mighty Owl Avenue  
Elgin, OK 73538-0369

County: Comanche    State School Code Number\*: I016

Telephone: (580) 492-3655    Fax: (580) 492-3658

Web site/URL: www.elgin.k12.ok.us    E-mail: sjackson@elgin.k12.ok.us

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\*: Mr. Tom Crimmins

District Name: Elgin Public Schools    Tel: (580) 492-3663

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: Mr. Robert Spencer

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

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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)
- |          |                                   |
|----------|-----------------------------------|
| 1        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
|          | K-12 schools                      |
| <b>3</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 6679

**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. 8 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			0	6	72	66	138
K			0	7	72	60	132
1			0	8	60	58	118
2			0	9			0
3			0	10			0
4			0	11			0
5	67	61	128	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							516

6. Racial/ethnic composition of the school: 16 % American Indian or Alaska Native  
1 % Asian  
3 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
72 % 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: 14 %

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.	42
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	72
(4)	Total number of students in the school as of October 1.	516
(5)	Total transferred students in row (3) divided by total students in row (4).	0.140
(6)	Amount in row (5) multiplied by 100.	13.953

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 223

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: 13 %

Total Number of Students Served: 66

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>45</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</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>1</u> Multiple Disabilities	<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>18</u>
Special resource teachers/specialists	<u>6</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>37</u>	<u>26</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 24 :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	97%	96%	96%	97%	96%
Daily teacher attendance	95%	96%	97%	97%	96%
Teacher turnover rate	5%	7%	7%	6%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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 %
<b>Total</b>	<b>0 %</b>

## PART III - SUMMARY

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“Our students are willing to EXCEL and learning to become SUCCESS-DRIVEN leaders of tomorrow.” Everything we do is centered around our mission statement to ensure that we achieve success in every student. This is a pledge that each child accepts and makes every effort to accomplish. The pride instilled in our faculty and students is evident from the shrubbery outside of our building that spells our mascot, OWLS, to the array of framed t-shirts and faculty caricatures that line the halls, and ending at the Handprint Alley that showcases all handprints and signatures from the current graduating classes.

From a one-room schoolhouse in 1902 to the middle school campus which contains five buildings and an enrollment of 520 students, our school has grown not only physically, but also educationally throughout the decades. Our community is comprised of a unique combination of agricultural influences, a large Native American population, and rapidly growing military influx. Because of our complex community assortment, our school is 43% free/reduced, 13% special education and 14% high mobility which provides many obstacles for educational success. However, with 22 full-time and 18 part-time highly qualified teachers to include National Board Certifications, post-graduate endorsements, veteran and master teachers, and a district, regional and nationally recognized faculty, we have made it a goal to combat these challenges to create a successful learning foundation for our students.

While tradition, such as a formal graduation of our eighth grade classes, annual trips to New York City and Europe, and a summer transition camp for incoming middle school students is important to us, we PRIDE ourselves on being an innovative school. We are progressive in seeking and improving technology, implementing new incentive programs and creating unique schedules to enhance learning time.

Elgin Middle School’s pride is exhibited by the numerous accomplishments of its student body and staff. Of worthy mention are our numerous grants we have received. The OETT (Oklahoma Educational Technology Trust) Grant provided our school with \$75,000 of technology and professional development. With the STAR Schools Grant Project, our students piloted digital game-based learning on personal handheld computers to enrich classroom instruction. Currently, we are participants of the GEAR UP grant that prepares students for post-secondary education and offers opportunities for students and parents to visit and become acquainted with college campuses. This grant has also funded useful technology, making it possible for our students to create digital portfolios to be used in student-led conferences and follow them through their educational career.

Our unmatched success stems from our willingness to try new ideas without fearing failure. For instance, we offer a full inclusion program for all special education students. Not only do we believe that all students can learn, we also believe in giving the same opportunities to every student, regardless of their individual differences. Along the same lines, we offer gifted and talented instruction in every classroom for every student. Also unique, is our flexible/rotating block schedule we created that increases instruction time by 250 minutes a week in our core subjects. This extra time allows us to use our abundant amount of technology as a source of enrichment for daily lessons. Our school is now equipped with an interactive SMARTboard in every classroom, handheld computers for each student, document cameras, airliners, and response systems which prove to keep students eagerly engaged.

In collaboration with the K20 Center at the University of Oklahoma and other local colleges, we are able to provide our middle school students with the tools to prepare for post-graduate education. Our preparation includes an in-depth analysis of test scores presented to both students and parents by the Oklahoma State Regents of Higher Education, student-led conferences designed to help students with public speaking and organization while creating a sense of ownership of the students’ educational accomplishments.

Lastly, we would be remiss if we did not mention the multiple ways we keep parents abreast of student progress and informed of events and school happenings. Our vast modes of communication include our school website, Twitter, our automated calling and texting systems, and school planners which ensure parents and teachers both receive timely and accurate information to lessen communication gaps between home and school.

With everything we have in place, it is our hope that all of our students are willing to excel and will learn to become success-driven leaders of tomorrow.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Oklahoma middle schools are assessed using an Academic Performance Index (API). This system of measurement includes three major components: academic excellence, attendance, and graduation rates. The collected data provides a total score which maximizes at 1500. Each student is required to take the state mandated Oklahoma Core Curriculum Tests in core subjects. Those on an Individualized Education Plan (IEP), must also take these tests, but have the option to take the alternative assessments, either the OMAAP or the OAAP, designed for the OCCT. The scores attained from the Reading and Mathematics exams comprise 80% of the API. The Oklahoma State Department of Education requires teachers to follow the Priority Academic Student Standards (PASS) which frames a foundation for each course. The OCCT then assesses each student and provides a categorical ranking of achievement. The categories are Unsatisfactory, Limited Knowledge, Proficient, and Advanced. Students scoring in the Proficient to Advanced range “meet the standard” set by the state. Each year, Oklahoma middle schools must meet performance target scores in order to reach Adequate Yearly Progress (AYP) as guided by No Child Left Behind legislation.

Elgin Middle School has met AYP each of the last five years. Our API for 2005 was 1219 of 1500; 2006 was 1325 of 1500; 2007 dropped to 1290 of 1500 due to new cut scores; 2008 increased significantly to 1386 and in 2009 our API reached a near perfect 1446. Information about the Oklahoma testing program can be found on the web at <http://www.sde.state.ok.us>

We credit our rising test scores to creative scheduling that starts in the fifth grade. Our flexible block schedule increases instruction time in the core courses from 250 minutes per week to 280 minutes per week. We have also mandated that all students in all grades take Reading as part of their core curriculum in addition to a separate English course.

Our API in 2005 for Reading was 1140 and 1446 in 2009. Likewise, our Math API scores have risen from a 1286 in 2005 to a 1472 in 2009. We additionally accredit this rise to our ongoing professional development for our math teachers, as each one of them has attended the Math PDI.

In accordance to a new Oklahoma state law, students scoring at Limited Knowledge and Unsatisfactory in Math and/or Reading are eligible for intense remediation either in a before-and-after school program or as a course during the school day. We feel that by offering remediation, our students’ test scores have increased significantly and most have earned Proficient or Advanced on the following years’ test scores. Technology advancements, teacher professional development, curriculum alignment and other academic programs, such as mandated Reading courses and in-school tutoring, have also dramatically increased our large group that includes all students, but have also positively impacted our subgroups. For instance, our Economically Disadvantaged subgroup for eighth grade Reading in 2005 was 74% and increased to 91% in 2009. Likewise, 59% of our Native American subgroup scored Advanced and Proficient in 2005 but scored 91% in 2009. Our fifth grade students report similar results, scoring a 73% pass rate for Economically Disadvantaged students in 2005 and 83% in 2009 in Mathematics.

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

Elgin Middle School administrators and faculty take ownership in using assessment data results. Not only do our principal and counselor analyze data, but the teachers do as well. At the beginning of each school year, test results from the previous school year are dispersed to every teacher and improvement plans are designed. Teachers are held accountable for assessment scores and expected to achieve a ninetieth percentile proficiency pass score. With high expectations from our administrators, teachers dedicate many hours preparing students for Oklahoma Core Curriculum Tests.

At Elgin Middle School, a data assessment program is used to evaluate test scores. ALCA, The Aurora Learning Community Association, is a resource tool that every teacher is trained to utilize. This program provides data to evaluate student and teacher strengths and weaknesses. Charts and graphs are available to assess areas, such as student performance by subject, gender, ethnicity, and individualized ability levels. ALCA has become a vital element for preparing kids for state assessments.

Benchmark tests are given to each grade level to benefit every Elgin Middle School student. ACE remediation, math improvement, honors courses, algebra, and full-inclusion classes have been added to the curriculum to accommodate student's individual needs. Every teacher plays an integral role in preparing students for Math and Reading tests. Students are tested in these subject areas in fifth through eighth grade; therefore, teachers teach across the curriculum to further enhance math and reading skills. Eighth graders are also given the Explore Test, which is a predictive test for the PLAN and ACT. It assumes the student will progress at the same rate until taking the ACT. Therefore, students have sufficient time to improve areas of weakness.

Assessment results play a vital role in teaching assignments and class scheduling. It is imperative that teachers in all grade levels collaborate to design a curriculum that helps every student grow stronger in every subject area. Even though students are only tested in certain subject areas each year, every teacher works together to ensure student achievement. Flexible block schedules have been implemented in fifth and sixth grades at Elgin Middle School. Since the schedule is flexible, students attend classes at different times each day allowing students to perform well in every subject. Students do not always see the same teacher every day and vice versa. With a block schedule, instruction time increases, allowing more time to focus on PASS objectives and testing criteria. Seventh and eighth grades will also incorporate block scheduling in the near future.

At Elgin Middle School, assessment results data is a priority to every administrator and teacher. We take pride in improving test scores and molding students to become successful individuals. Therefore, if our students do not score 100% proficient in a subject area, we believe there is always room for improvement.

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

Elgin Middle School utilizes a multi-faceted approach to guarantee that all stakeholders and those who partner in education have an open communication system readily available with necessary information. At our middle school, we believe it is vital to furnish the teachers, administration, support staff, parents, community members, and students with the necessary tools to ensure student success on various levels of education. Communication is the cornerstone of our success at Elgin Middle School, from our school website, to our School Reach messenger system, to annual and quarterly grade status and assessment mail-outs, progress reports, and teacher/parent contacts made weekly. We prioritize communication as the forefront of our success at Elgin Middle School.

With the conclusion of the summer vacation, our students and parents can look forward to the annual state testing results to be arriving in the mail prior to the upcoming school year. In this piece of information, the parents/guardians, as well as the students, are given the statistics to identify strengths and weaknesses from the previous grade in each subject area. Using this valuable information, students are then able to self-advocate through their educational journey by helping the classroom teachers, parents, and allies in education to understand how to better help each student achieve success by recognizing specific sources of strength and limitations to their individual learning. When all involved are in tune to these characteristics that make up each individual student, we are better able to scaffold the learning based on previous scores and state assessment breakdowns by looking at achievement in each specific skill area. The contribution and reciprocation in communicating assessment results in the educational process edifies the success of all students at Elgin Middle School.

With the help of the Oklahoma State Regents for Higher Education, we are better able to communicate assessment data derived from the EXPLORE test that our 8<sup>th</sup> grade students take every

fall. This information is beneficial to our teachers in closing the gaps in achievement before tackling the Oklahoma Core Curriculum Tests (OCCT) in the spring. This data also helps our students understand their particular strengths and weaknesses approaching the state tests in addition to the PLAN and ACT tests in their future.

The school stakeholders are given various means of communicating with Elgin Middle School regarding our assessment data. All testing results are presented to the community through the local school board meetings with open availability to the meeting minutes. In addition, we have a parent night and Back-to-School Orientation where we present our school report card to our middle school parents. At these events, we are able to clarify testing results and work through the assessment jargon for increased understanding.

From these opportunities to correspond with the community, teachers, parents and students, we feel that we dispel any confusion with state assessment results and the optional testing our school chooses to implement such as the EXPLORE test. With the reciprocated communication on all levels, this is the mechanism for creating successful opportunities for our students.

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

Elgin Middle School has developed a reputation that has provided ample opportunities for our administrator, counselor, teachers, and students to share our successes with other schools. We have been invited to present and serve on committees at local, state and national levels. Our counselor, with a team of teachers and students, has presented a sought-after presentation over our fifth grade transition camp. They have presented this at the Oklahoma State Superintendent's Encyclo-Media Conference, OASSP (Oklahoma Association of Secondary School Principals) Fall Conference, the OMLEA (Oklahoma Mid-Level Education Association) State Conference and is planning to present at the NMSA (National Middle School Association) Conference 2010. Two of our teachers have presented at these conferences as well, on the subject of inclusion and co-teaching and are also planning on presenting at the national conference this school year. Our principal has served as a cluster coach for the University of Oklahoma's K20 Center, teaching technology integration to other administrators. In addition, he is currently serving as a district representative and executive committee member of the state Oklahoma Association of Secondary School Principals.

We make it a habit to invite other schools to ours to share professional development opportunities and have had several schools visit to observe our teachers' use of technology in their classrooms. We also welcome the opportunity to share our successes by pairing student teachers from local colleges with our master teachers.

Because we feel that sharing best practices is *very* important to our teachers and students, we have expanded internationally with our belief. Last year, we adopted a sister school, St. Andrew's Mitale Hill Primary School, in Uganda, Africa. We have started pen-pal communications between their students and ours and are currently planning to export some of our technology to our sister school.

Should Elgin Middle School receive Blue Ribbon School status, we would invite the opportunity to share our successes with fellow educational communities.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

High achievement and accountability are the staples that drive our curriculum and instruction at Elgin Middle School. Student engagement in daily activities and learning processes are enhanced within our core curriculum of English, reading, math, science, and social studies, along with our elective curriculum encompassing physical education, vocal music, band, technology education, and foreign languages. Our curricular framework is designed around Oklahoma Priority Academic Student Skills (P.A.S.S.), but it is our energetic, unsurpassed transmissions of lessons that help our students soar.

Our English program focuses on the building blocks of the writing process while also incorporating essential grammatical skills. Through the “Caught’ Ya” program by Jane Keister, students are consistently demonstrating the use of expanded vocabulary, language mechanics, and spelling. Learning grammar has become exciting to our students with the use of the Multi-Sensory Program introduced in the sixth grade. Beginning this school year, Elgin Middle School is collaborating with our sister school in Uganda, Africa in the Opportunity Education Sister School Pen Pal Program.

We are fortunate at Elgin Middle School to have separate reading classes through the eighth grade. Reading is taught in accordance to the Oklahoma P.A.S.S. objectives. Students analyze, interpret, evaluate, generalize, summarize, and make inferences with each story read. After the completion of reading novels, students are taught the process of comparing and contrasting by viewing the media sources available. To encourage our students to read outside of the classroom, programs such as Accelerated Reading and the Six Flags Reading Program are offered.

Mathematics is an area of our curriculum that addresses all learning styles. From standard math drills to technology websites, games, and hands-on created origami representations, our students are being prepped to be successful in their future mathematical academic endeavors. Honors math and Algebra I exhibit our high standards and achievement for all students.

Our middle school science program lays the groundwork for our students to excel when they reach high school. The department meets their P.A.S.S. goals using the processes of investigating, probing, and discovery for our students to unlock new adventures in science. The Elgin Middle School students experience general, life, Earth, health, and physical science.

Connecting the past to the present and helping our students absorb cultures, movement, people, and places are emphasized throughout history/social studies classes at Elgin Middle School. Our social studies department is comprised of American history, geography, and history of the eastern hemisphere. History is brought to life through reenactments of colonial times, taking on the perspective of people from Revolutionary War Era, and cultural appreciation of Native Americans. These valuable hands-on historical activities encourage our students to be more diverse and ready for future undertakings.

Along with offering athletics and physical education, Elgin Middle School electives include Intro to Spanish, Spanish I, personal finance, vocal music, band, art, and Kiowa/Comanche languages. We are privileged to have teachers who want to preserve their Native American culture by introducing the students to the Kiowa/Comanche dialect. Not only do they acquire knowledge of the language, but are familiarized with Native American customs and art. Offered for high school credit, students explore the realms of the Spanish language.

Vocal music, instrumental music, and art encompass our fine arts program. Along with competing in vocal competitions, our choir showcases their talents in a local concert each year. Our middle school band students

have the opportunity to march with our high school marching band. Like our vocal music program, our band program also enters competitions throughout the year and renders performances for the community. One of the highlights of the year is the spotlighting of the middle school art students' craftsmanship at the annual Art Show. Local patrons can encounter work created by Elgin Middle School students in homes, schools, businesses, and advertisements.

It is no wonder Elgin Middle School is often a drawing point for people moving into the area. We pride ourselves on going above and beyond in providing a well-rounded education for each and every student entering our system.

### **2b. (Secondary Schools) English:**

(This question is for secondary schools only)

At Elgin Middle School, administrators and highly-qualified teachers take pride in helping students achieve a high level in English and Reading classes. Students are privileged to have separate English and Reading courses in their curriculum. Every student is required to take each class every year. The benefits of offering separate English and Reading classes include higher test scores, more competent students in English, and better readers at every grade level. Our teachers attend many workshops and conferences each year to learn new, innovative teaching strategies to incorporate in the classroom.

English teachers work closely and collaborate to enhance and challenge grammar and writing skills for each student. Students are given the Oklahoma State Writing Test in 5<sup>th</sup> and 8<sup>th</sup> grade. To prepare for the state assessment, grammar and writing skills are taught through daily journal writings, bell ringers, color-coded grammar lessons, and weekly spelling and vocabulary tests. English fluency is assessed throughout the year, so all students are prepared for the next level.

In Reading, students are challenged to use a variety of strategies to ensure comprehension. Organized book clubs and reading for pleasure incentives are offered to all students. Students, who read books that correlate with a movie, can test over the book and earn a trip to watch the movie with other students. Accelerated Reader (AR) programs are designed for students to read books and test over them to earn points, which results in fieldtrips, parties, and prizes. The Elgin Middle School Media Center is available before and after school for all students to utilize for reading, research, or homework. Reading has become a priority to educators at our school so Elgin students are more literate, successful individuals.

Full inclusion English and Reading classrooms have proven beneficial at Elgin Middle School. Co-teaching offers better understanding of the lessons, and more assistance in each class period. By eliminating segregated classrooms, students gain confidence in themselves and their ability to work in a regular education classroom among their peers. We have also experienced an increase in test scores since full inclusion was implemented.

Since English and Reading courses are required for students every year, our test scores have improved in every subject area. Many strategies and approaches are used to enhance reading, writing, and grammar skills, which are beneficial in all aspects of education.

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

The Elgin Middle School science department opens many pathways of learning to meet the needs of each and every middle school student. A collaboration of fifth through eighth grade teachers enhances the ability of our students to meet the goals set by national and state standards. Opening opportunities for the auditory, visual, and kinesthetic learners, Elgin Middle School teachers incorporate lectures, labs, the use of technology, hands-on experiments, and inquiry based lessons into the classroom.

Students benefit from the exposure of information through lectures, but also through science labs, such as dissecting frogs, and maintaining a greenhouse. These all provide real world experiences useful to our

students throughout their lifetimes. Technology is integrated into the science classroom by students and teachers researching and presenting information using SMARTboards, microscopes, computers, and Elmo projectors. Participating in the STARBASE program, an off-campus collaboration with the military that explores space, creating edible plant and animal cells, constructing genetic critters, and using a marshmallow to find the properties of air, are just small samplings of the hands-on experimental opportunities provided to expand student knowledge and understanding of the sciences around them. Why? That is a question we hear so often. Our students are exposed to several opportunities to not only ask a scientific question but to find the answer. Inquiry-based lessons such as making crystals, diffusion/osmosis with eggs, and science fair projects are some of the ways Elgin Middle School students learn to ask and answer scientific questions.

In order to provide new and necessary information for ways of learning, the science department functions as a team to ensure students have the building blocks it takes to prepare them for state testing and high school classes. The science team attends state and national conferences to broaden their knowledge in the science curriculum and to discover new innovative ways of teaching. This curriculum presented by our teachers empowers our students to excel and become success-driven leaders of tomorrow. Proof of this is shown year after year by the EMS students scoring a 90% and above pass rate on the state science tests.

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

Elgin Middle School recognizes that today's classrooms are more academically diverse with students representing multiple cultures, those with a wide range of exceptionalities and significantly different experiential backgrounds. We pride ourselves in being able to adapt instruction to respond to student needs in inclusive, mixed-ability classrooms. Individual goals for students performing at different levels are successfully obtained through an array of instructional classroom strategies.

Our teacher-created lessons incorporate kinesthetic, auditory, and visual modes in which all learning styles are addressed in order to meet individual student goals. Teachers and staff supplement textbook lessons by using hands-on science labs, handheld computers, iPod resources, musical CD's, SMARTboards, computer labs, and SMART cameras. Through this process, our teachers allow our middle school students to become active, successful participants in the holistic classroom.

We conscientiously strive to address the requirements of students on Individualized Education Plans (IEP's). Whether it is a gifted child or a student with specific learning disabilities, our teachers and staff are well-trained to work at differing readiness levels that vary interests and allow students to learn in an assortment of ways. Our school has incorporated Gold, Silver, and Bronze tiered lessons in which students can choose a lesson that is on their academic level. This gives students more ownership in their learning and it gives our teachers ample opportunities to provide support when students need additional instruction or it allows us to extend student exploration when a group of students indicate they are ready to move on.

Special needs students are mainly involved in inclusive classroom settings. We are fortunate at our school to have special education teachers for each grade level who team teach with regular education teachers in the classroom. The only exception to this is a pull out setting for reading. Students on IEP's for reading have their individual goals met by attending a small class setting to get more repetition and reiteration of specific literacy skills that are on their adaptive reading IEP plan. Paraprofessionals have proven to be an invaluable resource in our inclusive classrooms helping to carry out teacher lesson modifications and instructions. Our Title One program and after school tutoring have also helped tremendously in bringing students up to grade level in both reading and math.

Gifted and Talent (GT) at our school is top notch. Students are afforded the opportunities to attend weekly GT classes or trips sponsored by our teachers and staff outside of normal classroom curriculum. Some of the events include visits to museums, guest speakers, cooking classes, and visits to historical towns near Elgin. Also, our 8<sup>th</sup> grade gifted students are encouraged to take Honors classes in the core subjects where lessons are varied, enhanced, and move at a faster pace.

At Elgin Middle School, it is our mission to focus on the development of the whole child. Our school exposes students to a variety of experiences that allow them to consider ideas from different vantage points and increase their critical learning skills in all academic areas. Our teachers and staff are proactive and use a varied approach to help all students learn and achieve their specific goals.

#### **5. Professional Development:**

Oklahoma opens byways for teachers to continue to develop new and improved strategies for teaching. Elgin Middle School faculty welcomes these opportunities with open arms. The belief of our school is that new avenues will aid in expanding the minds of our students and open more possibilities of acquiring the knowledge needed not in only the school curriculum but in real world situations.

Each year the faculty surpasses its expectations by offering local workshops and professional development opportunities throughout our academic year. Along with our school-wide professional development team, the principal of the middle school pursues multiple types of workshops for our staff. These workshops include, but are not limited to, K-20 representatives from the University of Oklahoma presenting on numerous technological aspects such as SMARTboard training, ALCA test data interpretation, and Gear-Up, a college readiness program.

The National Middle School Conference has become a mainstay in our professional development. Each year the principal, along with the school counselor, selects one faculty member from each grade level to attend these conferences. Information attained comes full circle with the attendees reporting on newly acquired means of teaching and reaching our students.

The desire of each subject level teacher is to find more ways of delivering his/her required content that meets or surpasses the standards set by state and national requirements. Bureau of Education and Research, National Science, Social Studies, and Math conferences, Encyclomedia, and state mid-level conferences are just a random selection of workshops and conferences experienced by our faculty. Not only do our teachers attend workshops, but they have been chosen to present at local, state, and national conferences.

It is the belief of the administration of our school that the time and money allocated for teachers to acquire enriched instructional methods is time and money well spent.

As a commitment to excellence, Elgin Middle School teachers are encouraged to advance their knowledge in their specified fields of education by attending local, state, and national conferences and workshops.

#### **6. School Leadership:**

With just two administrators in the entire school, our leadership team may seem small, but their power is mighty. Our administration is comprised of one principal and one counselor for its 520 students. While this may seem daunting to some, goals are still attainable because our staff is very supportive of the decisions that are made to increase student achievement.

The staff holds a high level of respect for our principal, as he reciprocates to his staff. He consistently models fairness, humility and PRIDE in every endeavor. For the eight years he has been principal, he has welcomed an open-door policy, allowing any staff member to voice their concerns, express new ideas, or just serve as a listening ear. He is an active part of the faculty in that he is always searching for new grants, updating technology and providing teachers with all the resources that make them successful. In addition to this, our principal believes in fostering relationships beyond the school day. For this reason, he schedules bi-monthly staff activities that may include bowling, murder mystery dinners, or volunteering at soup kitchens, all with the goal of further improving staff relationships and boosting morale. His method of leadership is consistent with students as well. He is fair with each and every student and because of this he earns the respect from the

student body as a whole. The Cooperative Council of Oklahoma School Administration recently recognized his efforts and presented him with an award for District Administrator of the Year.

The administrative team has introduced several programs that enrich the learning process at Elgin Middle School. For instance, we have a Gifted and Talented program in which teachers share unique projects such as cooking, hunting, gardening, visiting museums, and flight training to our students at least once a week. The team also initiated student-led conferences with digital portfolios. Teachers help create digital portfolios displaying the students' educational artifacts in an online format. The teachers then organize presentation evenings so students can show portfolios to their parents. In both of these examples, as well as many others, the teachers not only give up their free time, but embrace the initiatives, make them their own, and further enhance programs to benefit students.

Elgin's leadership is built on collaboration. Administrators, teachers and students share ownership and are held accountable for all of our achievements. Our school family relies heavily upon each other and shares an equal balance of work and play to make learning and working as much fun for the staff as it is for the students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Oklahoma Core Curriculum Tests 5-8 Grades

Edition/Publication Year: 2004-2009

Publisher: Pearson/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Satisfactory plus Advanced	88	96	85	85	73
% Advanced	22	25	35	22	18
Number of students tested	93	77	98	106	83
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	19	13	10	0	0
Percent of students alternatively assessed	16	17	10	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Satisfactory plus Advanced	79	92		86	64
% Advanced	11	21		18	10
Number of students tested	37	24		44	41
<b>2. African American Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Satisfactory plus Advanced				70	10
% Advanced				0	0
Number of students tested				10	10
<b>5. Limited English Proficient Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Satisfactory plus Advanced	83	92	93	100	70
% Advanced	8	42	39	21	10
Number of students tested	12	12	59	14	20

**Notes:**

Elgin Middle School has not reported the subgroup for Hispanics and African Americans due to the small number of students in those groups. The aforementioned subgroups each total less than 10 students and less than 10% of the population. The last portion of this section (Largest Other Subgroup Not Listed Above) represents the American Indian subgroup. Scores given are based on the All Students Data, District Summary Report of the Oklahoma Core Curriculum Tests. The total number of students tested includes only Regular Education students; an alternative test was not available until 2006-2007, therefore, scores were not represented prior to these years. The cut scores for proficiency were raised in 2008-2009.

Subject: Reading

Grade: 5

Test: Oklahoma Core Curriculum Tests 5-8  
Grades

Edition/Publication Year: 2004-2009

Publisher: Pearson/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Satisfactory plus Advanced	88	99	88	81	68
% Advanced	19	21	15	15	7
Number of students tested	91	103	98	105	83
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	19	13	0	0	0
Percent of students alternatively assessed	20	13	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Satisfactory plus Advanced	81	96		71	61
% Advanced	11	28		7	2
Number of students tested	37	25		44	41
<b>2. African American Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Satisfactory plus Advanced				10	
% Advanced				0	
Number of students tested				10	
<b>5. Limited English Proficient Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Satisfactory plus Advanced	67	92	86	78	55
% Advanced	0	25	7	17	5
Number of students tested	12	12	14	18	20

Notes:

Elgin Middle School has not reported the subgroup for Hispanics and African Americans due to the small number of students in those groups. The aforementioned subgroups each total less than 10 students and less than 10% of the population. The last portion of this section (Largest Other Subgroup Not Listed Above) represents the American Indian subgroup. Scores given are based on the All Students Data, District Summary Report of the Oklahoma Core Curriculum Tests. The total number of students tested includes only Regular Education students; an alternative test was not available until 2006-2007, therefore, scores were not represented prior to these years. The cut scores for proficiency were raised in 2008-2009.

Subject: Mathematics  
Edition/Publication Year: 2004-2009

Grade: 6 Test: Oklahoma Core Curriculum Tests 5-8 Grades  
Publisher: Pearson/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	79	92	81	85	
% Advanced	51	40	24	27	
Number of students tested	101	77	100	91	
Percent of total students tested	100	100	99	100	
Number of students alternatively assessed	7	11	0	0	
Percent of students alternatively assessed	1	11	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	67	93		81	
% Advanced	39	32		22	
Number of students tested	36	28		46	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				54	
% Advanced				18	
Number of students tested				11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	44	93	83	84	
% Advanced	11	31	18	17	
Number of students tested	9	13	17	18	

Notes:

Elgin Middle School has not reported the subgroup for Hispanics and African Americans due to the small number of students in those groups. The aforementioned subgroups each total less than 10 students and less than 10% of the population. The last portion of this section (Largest Other Subgroup Not Listed Above) represents the American Indian subgroup. Scores given are based on the All Students Data, District Summary Report of the Oklahoma Core Curriculum Tests. The total number of students tested includes only Regular Education students; an alternative test was not available until 2006-2007, therefore, scores were not represented prior to these years. The cut scores for proficiency were raised in 2008-2009.

Subject: Reading

Grade: 6

Test: Oklahoma Core Curriculum Tests 5-8  
Grades

Edition/Publication Year: 2004-2009

Publisher: Pearson/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	93	87	82	
% Advanced	21	13	3	12	
Number of students tested	100	76	100	105	
Percent of total students tested	100	99	99	100	
Number of students alternatively assessed	8	10	0	0	
Percent of students alternatively assessed	1	13	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	72	96		81	
% Advanced	22	7		11	
Number of students tested	36	28		46	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				45	
% Advanced				0	
Number of students tested				11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced		100	88	78	
% Advanced		0	6	6	
Number of students tested		13	17	18	

Notes:

Elgin Middle School has not reported the subgroup for Hispanics and African Americans due to the small number of students in those groups. The aforementioned subgroups each total less than 10 students and less than 10% of the population. The last portion of this section (Largest Other Subgroup Not Listed Above) represents the American Indian subgroup. Scores given are based on the All Students Data, District Summary Report of the Oklahoma Core Curriculum Tests. The total number of students tested includes only Regular Education students; an alternative test was not available until 2006-2007, therefore, scores were not represented prior to these years. The cut scores for proficiency were raised in 2008-2009.

Subject: Mathematics

Grade: 7

Test: Oklahoma Core Curriculum Tests 5-8  
Grades

Edition/Publication Year: 2004-2009

Publisher: Pearson/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	76	83	85	78	
% Advanced	43	33	30	29	
Number of students tested	92	90	116	100	
Percent of total students tested	99	100	100	96	
Number of students alternatively assessed	11	5	7	0	
Percent of students alternatively assessed	12	1	1	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	71	83		71	
% Advanced	37	24		26	
Number of students tested	38	37		42	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				28	
% Advanced				6	
Number of students tested				18	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	76	92	77	50	
% Advanced	38	38	10	20	
Number of students tested	13	13	21	10	

Notes:

Elgin Middle School has not reported the subgroup for Hispanics and African Americans due to the small number of students in those groups. The aforementioned subgroups each total less than 10 students and less than 10% of the population. The last portion of this section (Largest Other Subgroup Not Listed Above) represents the American Indian subgroup. Scores given are based on the All Students Data, District Summary Report of the Oklahoma Core Curriculum Tests. The total number of students tested includes only Regular Education students; an alternative test was not available until 2006-2007, therefore, scores were not represented prior to these years. The cut scores for proficiency were raised in 2008-2009.

Subject: Reading

Grade: 7

Test: Oklahoma Core Curriculum Tests 5-8  
Grades

Edition/Publication Year: 2004-2009

Publisher: Pearson/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	87	91	81	71	
% Advanced	20	18	12	9	
Number of students tested	91	91	116	100	
Percent of total students tested	99	100	100	96	
Number of students alternatively assessed	11	4	7	0	
Percent of students alternatively assessed	11	1	1	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	79	95		62	
% Advanced	18	11		7	
Number of students tested	38	38		42	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				28	
% Advanced				0	
Number of students tested				18	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	92	100	76	80	
% Advanced	23	15	5	10	
Number of students tested	13	13	21	10	

Notes:

Elgin Middle School has not reported the subgroup for Hispanics and African Americans due to the small number of students in those groups. The aforementioned subgroups each total less than 10 students and less than 10% of the population. The last portion of this section (Largest Other Subgroup Not Listed Above) represents the American Indian subgroup. Scores given are based on the All Students Data, District Summary Report of the Oklahoma Core Curriculum Tests. The total number of students tested includes only Regular Education students; an alternative test was not available until 2006-2007, therefore, scores were not represented prior to these years. The cut scores for proficiency were raised in 2008-2009.

Subject: Mathematics

Grade: 8

Test: Oklahoma Core Curriculum Tests 5-8  
Grades

Edition/Publication Year: 2004-2009

Publisher: Pearson/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Satisfactory plus Advanced	87	98	89	83	85
% Advanced	48	42	28	20	35
Number of students tested	98	93	112	112	109
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	11	12	8	0	0
Percent of students alternatively assessed	11	13	10	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Satisfactory plus Advanced	83	100		82	76
% Advanced	45	35		12	33
Number of students tested	42	40		43	42
<b>2. African American Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Satisfactory plus Advanced				59	
% Advanced				6	
Number of students tested				17	
<b>5. Limited English Proficient Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Satisfactory plus Advanced	85	96	53	80	88
% Advanced	64	26	15	13	19
Number of students tested	14	23	13	15	16

Notes:

Elgin Middle School has not reported the subgroup for Hispanics and African Americans due to the small number of students in those groups. The aforementioned subgroups each total less than 10 students and less than 10% of the population. The last portion of this section (Largest Other Subgroup Not Listed Above) represents the American Indian subgroup. Scores given are based on the All Students Data, District Summary Report of the Oklahoma Core Curriculum Tests. The total number of students tested includes only Regular Education students; an alternative test was not available until 2006-2007, therefore, scores were not represented prior to these years. The cut scores for proficiency were raised in 2008-2009.

Subject: Reading

Grade: 8

Test: Oklahoma Core Curriculum Tests 5-8  
Grades

Edition/Publication Year: 2004-2009

Publisher: Pearson/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Satisfactory plus Advanced	91	88	81	81	81
% Advanced	17	11	6	7	11
Number of students tested	98	94	112	111	109
Percent of total students tested	99	93	99	98	100
Number of students alternatively assessed	13	11	8	0	0
Percent of students alternatively assessed	14	11	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Satisfactory plus Advanced	91	78		71	76
% Advanced	17	2		0	5
Number of students tested	42	41		42	42
<b>2. African American Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Satisfactory plus Advanced				47	
% Advanced				0	
Number of students tested				17	
<b>5. Limited English Proficient Students</b>					
Satisfactory plus Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Satisfactory plus Advanced	92	75	70	73	56
% Advanced	21	0	8	0	0
Number of students tested	14	24	13	15	16

Notes:

Elgin Middle School has not reported the subgroup for Hispanics and African Americans due to the small number of students in those groups. The aforementioned subgroups each total less than 10 students and less than 10% of the population. The last portion of this section (Largest Other Subgroup Not Listed Above) represents the American Indian subgroup. Scores given are based on the All Students Data, District Summary Report of the Oklahoma Core Curriculum Tests. The total number of students tested includes only Regular Education students; an alternative test was not available until 2006-2007, therefore, scores were not represented prior to these years. The cut scores for proficiency were raised in 2008-2009.