



# 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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 17 Elementary schools  
 (per district designation) 5 Middle/Junior high schools  
3 High schools  
0 K-12 schools  
25 Total schools in district
2. District per-pupil expenditure: 6583

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	21	19	40		<b>6</b>	0	0	0
K	20	31	51		<b>7</b>	0	0	0
1	26	19	45		<b>8</b>	0	0	0
2	31	17	48		<b>9</b>	0	0	0
3	32	30	62		<b>10</b>	0	0	0
4	27	23	50		<b>11</b>	0	0	0
5	28	23	51		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>347</b>

6. Racial/ethnic composition of the school: 9 % American Indian or Alaska Native  
2 % Asian  
30 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
51 % 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 2009-2010 school year: 11%

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, 2009 until the end of the school year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2009	331
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent limited English proficient students in the school: 2%

Total number of limited English proficient students in the school: 7

Number of languages represented, not including English: 4

Specify languages:

Spanish, Vietnamese, Tagalog, and Malayalam

9. Percent of students eligible for free/reduced-priced meals: 55%  
 Total number of students who qualify: 190

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%  
 Total number of students served: 52

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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>28</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>0</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>9</u>	<u>1</u>
Total number	<u>37</u>	<u>2</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: 22:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	94%	96%	95%	96%
Teacher turnover rate	0%	19%	7%	19%	4%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The turnover rate in 2008-2009 and 2006-2007 were both 19%. There were teachers in the building that moved from one grade level to another within our building. There were several who moved on to the secondary level or to another position within the district or retired.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

## PART III - SUMMARY

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*“Today I have great expectations for myself. I have the opportunity to do my best. I will make the choice to succeed or fail. I will respect the rights of other Bulldogs and in the process, protect my own, Knowledge is power. I will become a life-long learner in my quest to strive for success.”*

The above creed reverberates throughout the halls of Cleveland Bailey and into the hearts and minds of every stakeholder each morning. Our creed is the school’s affirmation of its mission which is to perpetuate a climate of great expectations and of its commitment to the success of each student.

Cleveland Bailey Elementary was organized in the fall of 1963. At the close of the first day of instruction, September 3, 1963, 221 pupils had enrolled in Kindergarten through grade five. The school staff consisted of a half-time Principal, Mr. Francis Boring, and eight teachers.

The Cleveland Bailey community is composed of small, single family houses built in the 1960’s and four apartment complexes. The socioeconomic level of the patrons in the community has slowly declined over the years. Because of the downturn in the economic status, 55% of our students qualify for free and reduced lunches, which allows our school to receive Title I funding. Cleveland Bailey’s ethnicity is comprised of 51% Caucasian, 30% Black, 2% Asian, 8 % Hispanic, and 8% Native American.

The Cleveland Bailey staff is committed to the success of its students and to the teaching profession. 32 percent of the certified teaching staff has advanced degrees and 16 percent are Nationally Board Certified. The number of years of experience of our master teachers ranges from three years to forty years, with the average years of experience being 15.4 years.

Our weekly assembly, Bulldog Beat, is student led by our “Bulldog Beat Crew” consisting of selected 5<sup>th</sup> grade students under the direction of our Music Teacher. Bulldog Beat is used to celebrate student successes: birthdays, students of the month, trophies and medals, reading and math awards, and character development. Bulldog Beat sets the stage for our Red Ribbon Rally, Constitution Week, Freedom Week, and other significant events.

Cleveland Bailey serves a culturally and economically diverse population. In addition to regular and Special Education classrooms, Music and Physical Education classes compliment the core curriculum. Our Media Specialist enriches instruction for all of our students and staff with innovative technology. A Reading Specialist, Reading Tutors, Speech Therapist, Counselor, Literacy Coach and Advanced Learning Teacher enhance the curriculum. They also provide positive insight to classroom teachers working with children who need differentiated instruction.

Over the years we have been involved in various educational and character programs that enhance the overall growth of our students. We have utilized the tenets of Great Expectations, a research based program throughout our building. Cleveland Bailey was chosen as a “Progressive School” for two years and as a “Model School” for four years. Currently our school is involved Character Counts!. Our school community believes teaching children to be of strong character goes hand in hand with a strong academic base. Cleveland Bailey adheres to the mission of the Mid-Del School District that our students will be safe, challenged and ready.

Our students and staff are committed to service to the community. On various occasions classes have adopted a neighborhood retirement center. The school annually conducts a food drive for the local food pantries. Most recently we applied for and received a grant for the construction of a walking path on our playground which was designed not only for our students but also for the community. Over the years students have participated in service projects for deployed military personnel.

The success of students is dependent on the school and home working together cooperatively. Cleveland Bailey has earned the support of its parents. A strong PTA partners with the school to provide resources and fund programs to enhance the school's mission. They have previously provided funds for a marquee, playground equipment, stage curtains, our annual Red Ribbon Week activities, and school-wide themes. School-wide themes are rotated every seven years to create a feeling of unity and high expectations throughout the Cleveland Bailey school family. Examples include: Safari of Success – Road Trip to Excellence. PTA parents volunteer regularly, assisting both teachers and students. They are eager to help with testing, health fairs, Bulldog Bash, Walk-a-thons, etc.

Parents are invited to attend and participate in a variety of activities. Examples include:

- Monthly PTA meetings
- Bulldog Beat assemblies
- Awards assemblies
- Pre-K Dad's Dinner and Dominoes
- Doughnuts for Dad
- Muffins for Mom
- Mothers' Teas

As a faculty, it is our challenge to provide a safe and stimulating environment to ensure a quality education for each and every student and to model lifelong learning.

### 1. Assessment Results:

Under current federal legislation, No Child Left Behind (NCLB) ensures that all school districts maintain high standards for all students. By 2014, NCLB requires all performance target goals in reading and math to be at 100% proficiency. Oklahoma developed a system that calculates a numeric score used to compare schools and hold them accountable for high academic achievement. Each year, districts receive a report card reflecting their Academic Performance Index (API) and their Adequate Yearly Progress (AYP). A school's API is calculated using scores in all student populations from the Oklahoma School Testing Program (OSTP) and student attendance. The numeric scores range from 0-1500. Cleveland Bailey's API scores over the past five years are as follows: 1367 (05-06), 1420 (06-07), 1365 (07-08), 1394 (08-09), and 1285 (09-10). It should be noted that the 2009-2010 API scores were formulated using the new cut scores set by the Oklahoma State Department of Education. Cleveland Bailey's API score was lower than the previous four years, but still exceeded the statewide performance targets. Any additional information regarding these scores can be obtained from the State Department of Education Office of Accountability and Assessments website (<http://title3.sde.state.ok.us/studentassessment>).

Every year, third, fourth and fifth grade students are administered the Oklahoma Core Curriculum Test (OCCT). The OCCT is a criterion referenced examination that measures the mastery of the Oklahoma Priority Academic Student Skills (PASS). Third and fourth grade students are administered math and reading exams. Fifth grade students are given science, social studies and writing exams in addition to math and reading. OCCT test scores are reported in one of four performance-scaled categories: Unsatisfactory, Limited Knowledge, Proficient, or Advanced. A score of Proficient or Advanced indicates a student has met the specified standard in the area tested. Every student at Cleveland Bailey is assessed although some students who qualify according to IEP requirements in special education are given an alternative assessment. Cleveland Bailey has two severe/profound classes that serve students not only in our attendance area but also the surrounding areas. This makes our percent of alternative assessments higher than an average school that does not have these types of special education programs.

The two largest subgroups we focused on in the statistical information were the economically disadvantaged and the African American population. With the exception of third grade in 2007-2008 and 2008-2009, there has been a ten point or less discrepancy between the economically disadvantaged students and economically advantaged students at Cleveland Bailey. In fact, this past year's scores show our economically disadvantaged students scoring the same as the economically advantaged students in fourth grade math and fifth grade math and reading. In third grade, the economically disadvantaged students scored one percent higher in reading and were just five percent lower than the economically advantage students in math. There was only one percent difference between the two groups in fourth grade in the area of reading. The African American population has historically scored lower than the economically disadvantaged subgroup during the last five years at most grade levels. The 2008-2009 scores for this group dropped in both math and reading at every grade level. In 2009-2010, the African American scores in math and reading at every grade level showed a marked improvement. Even though the scores showed a marked improvement, there was still more than a ten point discrepancy in math at the third and fourth grade level and in reading at the third grade level.

The Cleveland Bailey faculty meets on the Tuesday after Labor Day each September to analyze the previous year's test results. Math and reading goals are set for the year. The principal and faculty realize that data analysis is not something done once, but is an on-going process that must be done not only with annual state mandated assessments, but with benchmarks set throughout the year and assessed in numerous ways. Monthly grade level meetings are held in order to monitor student progress and to identify areas where improvement is needed.

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

The Cleveland Bailey Teachers, Counselor, and Principal meet prior to the start of the school year to devise a plan of instruction for students at our school. By using the State OCCT results, Teachers are able to monitor and plan ways to increase each student's level of knowledge in specific areas. Students who scored Limited Knowledge or Unsatisfactory on the state tests are targeted as needing additional instructional time, differentiated instruction, and tutoring. Students who scored Proficient or Advanced are encouraged and challenged to increase their level of achievement. Our goal is continuous improvement for all learners. This crucial meeting is the starting point for our school year. The information gathered assists us in the months to come. Plans are constructed, ideas are developed, and the work begins.

The constant use of assessment data extends to the district benchmarks and criterion reference tests which are aligned with our state's PASS Skills. Teachers utilize tests, daily assignments, creative projects, and other forms of assessments to evaluate student progress. Students are continuously assessed through the use of the DIBELS and SRI programs in order to meet their educational needs.

Throughout the year, grade levels meet with the Principal to discuss benchmark and CRT results as well as to monitor the progress of all students. A data sheet is used to track pertinent information needed to ensure student success. The Literacy Coach uses whole group instruction two times a week to increase reading and writing skills for kindergarten and first grade students. The Title I Teacher and Tutors work individually and in small groups to strengthen reading skills for targeted students at all grade levels. Our Advanced Learning Teacher provides an enriched and challenging curriculum for those identified learners. To achieve success, differentiated instruction is used throughout the building.

A focus by the entire staff on continuous improvement keeps the school mission current. The goal is to have students prepared for the future, and testing data is only one aspect. In addition to academics, Cleveland Bailey focuses on a positive attitude, character development, and a safe environment. Teachers create an atmosphere that nurtures and motivates students. The collegiality of the staff fosters the feeling of family within the school. The entire school takes ownership for each and every student.

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

Cleveland Bailey takes pride in its commitment to provide clear and consistent communication with our school community. Good communication leads to amicable working relationships among parents, teachers, and students thus ultimately leading to successful student achievement.

Open communication starts before the school year begins. Grade level parent meetings are held to communicate the high expectations for the classroom, academic requirements, upcoming assessments, and assessment results from the prior school year. Parent-Teacher conferences are a time when teachers discuss and explain formative and summative assessment results (DIBELS, SRI tests, grade level benchmark tests, and/or OCCT results). Conferences are held each semester for all students and as needed throughout the school year. Parents also access their child's academic achievement results by logging into PowerSchool, a web-based tool used by the district.

The Oklahoma State Department of Education link enables parents, colleagues, and the community to access the No Child Left Behind (NCLB) and Academic Performance Index (API) report card for Cleveland Bailey. These reports evaluate and explain how each school compares to other schools in the state.

Daily folders are used by the primary grades and weekly folders are used by the intermediate grades to keep the parents informed about student achievement, social skills, and upcoming events. Open lines of communication are sustained through a daily agenda which is provided for all first through fifth grade students. Through the agendas, daily homework assignments, long term projects, and parent/teacher

comments are recorded. Parents can also access each teacher's webpage, which is comprised of subject objectives, daily homework, and special activities and events.

Students are recognized for achievements during our weekly assembly, Bulldog Beat. Accomplishments achieved outside the school and from within are honored. The Cleveland Bailey family pays tribute to reading challenges, math accomplishments, academic excellence, and sport participation. The community is informed of student/school successes through local and district media, monthly newsletters, and site web pages.

Through consistent communication celebrating student progress and achievements, the Cleveland Bailey team of Parent – Teacher – Child continue to work together to achieve the highest standard of success.

#### **4. Sharing Lessons Learned:**

Cleveland Bailey is committed to sharing successful strategies and accomplishments with other educators at the district, state, and national levels. On a district level, teachers attend and participate in grade level Share Fairs where thematic units, lesson plans, and successful teaching practices are prepared, presented, and displayed. Teachers and administrators have also served on district textbook, CRT, and benchmark committees, and have provided district in-service trainings. Principals meet monthly to discuss leadership strategies and effective methods in curriculum and assessment.

Our staff members have attended state and national conferences and present information and strategies to other educators. (Frog Street training, Pre-Kindergarten Conference, Kindergarten Conference, Great Expectations training, Colonial Williamsburg, and National Board Certification training)

Faculty members have presented information and served as Co-director for Colonial Day at the Capitol, a state-wide opportunity for those schools whose teachers who have attended Colonial Williamsburg, Encyclomedia, the OSCA Summer Conference, and the Fine Arts and Social Studies Conferences. Educators from Cleveland Bailey have collaborated on state committees to write questions and norm the state OCCT tests and have been selected to the State Superintendent's Talent Pool.

Additionally, Cleveland Bailey partners with several state universities to supervise and Cleveland Bailey embraces an "open door" policy that encourages administrators and educators to request on-site visits to glean information about successful teaching strategies. As a Great Expectations Model School, many school districts have visited to observe the implementation of this research based program.

Celebrating student successes is an important aspect of student achievement. Student successes are shared with the community and state through our weekly Bulldog Beat, newspapers and school website.

As a Blue Ribbon School, Cleveland Bailey would welcome opportunities to collaborate with other professionals about effective teaching strategies. Through teaching, learning takes place. The Bulldog faculty strives to continue our life-long learning by educating others.

## 1. Curriculum:

The Curriculum Coordinators, working with a committee of teachers, provide oversight to a curriculum scope and sequence that is “teacher friendly.” The Curriculum and Instruction team has created pacing guides and curriculum maps that correlate with the Oklahoma PASS Skills. These guides and maps aid the Classroom Teachers to ensure that objectives are completed within each nine-week instructional period.

Cleveland Bailey’s goal is to instill a love of learning at an early age. Teachers use a variety of instructional methods to enhance a student’s ability to foster a love of reading. Recognition of reaching achievements, book fairs, Braum’s Book Buddies, and Techno parties, all create an atmosphere of excitement that encourage daily reading. Reading is taught in the regular classroom through whole group, small group, and individual instruction. Teachers utilize computer programs such as DIBELS and SRI to assess the reading levels and progress for the students. Individual and small group instruction is provided by the Reading Specialist and Title I Reading Tutors to help students achieve success.

Language Arts, the second component of literacy development begins in Pre-Kindergarten where the students are introduced to letters and invented spelling. Students then progress from words, to sentences, to paragraphs, and eventually five paragraph essays and short stories. The upper elementary grade levels use the Four-Square method to teach essay writing. The school also participates in Student Treasures, a program where students write short stories to be published. By working with the Classroom Teachers and the Literacy Coach, students are empowered with the basic skills needed for grammar and writing in preparation for the state writing test at the fifth grade level. Across the curriculum teachers use a variety of non-fiction writing activities with their students.

Our Math curriculum is a team effort involving all teachers in the building. Beginning in Pre-Kindergarten, students begin creating a solid foundation of Math skills that will be used throughout their lives. Meaningful lessons that use manipulatives and provide hands on learning experiences are used in all Math classes throughout the building. Computer programs such as Destination Math are used to provide additional assistance to those struggling with Math concepts. Daily morning Math exercises are used in the upper elementary grades to reinforce math skills. The school wide “Math Fact Masters” Program engages all students in the building to participate in a minute long Math race each week. Resource materials are used on a daily basis to emphasize problem solving, critical thinking skills, and abstract concepts. SmartBoard lessons and manipulatives help students to understand Math concepts in a fun and interactive way.

The Harcourt Social Studies Program is used at all grade levels. Each grade focuses on a different topic of Social Studies, ultimately preparing students to be knowledgeable about their community, nation, and world. The use of educational videos from United Streaming helps add to the instruction of Social Studies. Fifth grade students participate in Colonial Day activities at the State Capitol, which provides a hands on opportunity for history to come alive.

Cleveland Bailey’s Science curriculum is taught in a hands-on manner. Teachers use a variety of experiments to make each lesson more meaningful to students. Our classroom’s science labs are fully equipped with the tools necessary to perform experiments. United Streaming videos, along with the textbook and hands-on experiments make the science curriculum at Cleveland Bailey a success.

Students at Cleveland Bailey receive instruction in the areas of Visual and Performing Arts during Music and Library instruction. Students are introduced to a variety of Music and Art forms. The Music teacher works with each grade level during the year to prepare a showcase to perform for the school and for PTA meetings. Students in 4<sup>th</sup> and 5<sup>th</sup> grades also receive instruction on recorders. Students have an

opportunity to perform in various musical related activities, such as the District Honor Choir, the school choir, Mid-Del Music Festival, and at Bulldog Beat.

In Physical Education, the students begin the first 10 minutes of class exercising. The students are able to participate in games, which require movement and exercise. Each Friday Gym and Music classes combine for Music and Movement day, in which students are able to be physically active while enjoying musical activities as well. The curriculum allows for students to be educated on healthy eating habits, life choices, and proper exercises. The School Nurse provides instruction on proper hygiene and dental care. All 4<sup>th</sup> and 5<sup>th</sup> grade students are encouraged to participate in after school sports such as co-ed flag football, basketball, co-ed volleyball and track.

Our goal is to create a climate of mutual respect while molding our students to become lifelong learners. At Cleveland Bailey we are proud of the opportunities provided our students to become successful, productive citizens.

## **2. Reading/English:**

At Cleveland Bailey, the implemented curriculum blends state mandated textbook adoptions, district approved research-based programs, and site enrichment resources that have proven effective in every grade level. All curriculum correlates to the Oklahoma P.A.S.S. Skills. Daily planning time gives grade level teachers, resource teachers, and support staff the opportunity to meet and discuss instructional and curricular issues to minimize class interruptions and maximize teacher class time.

Reading instruction is developed based on state and district standards, results of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) given to all kindergarteners through third graders, and the Scholastic Reading Inventory (SRI) that is administered to second through fifth grade students. The DIBELS test is given in order to locate, monitor, and intervene with at-risk students. The SRI test is used to determine the instructional and independent reading levels of each student. Students scoring in the lowest range receive additional reading instruction from the reading specialist, classroom teacher, or reading tutor. Those students who score at or above their grade level are challenged by classroom teachers and the Advanced Learning teacher through a variety of activities which incorporate higher level thinking skills.

Each classroom has its own library of leveled readers, trade books, and supplementary workbooks and uses support programs such as Destination Reading, which includes specifically prescribed lessons tailored to meet students' needs. Because Destination is a web-based program, it allows parents and students to obtain access at home. In addition, each classroom utilizes the Oklahoma Academic Vocabulary list and also incorporates grade level appropriate words from Marzano's Building Academic Vocabulary.

Cleveland Bailey teachers understand the crucial role that effective reading strategies play in improving student comprehension. These strategies begin in pre-kindergarten where students learn to analyze text before they can read it on their own through a combination of sight word stories, beginning books, and Frog Street Press. First-fifth grade employs activities for phonemic awareness, fluency, phonics, vocabulary, and comprehension. Graphic organizers, story elements, and author studies are incorporated into lessons. Many classrooms introduce reading skills through hands-on activities and media presentations and incorporate them into reading stories. Comprehension through discussion involves lessons that create higher-level thinking opportunities for students. The purpose of the discussions promotes critical thinking about text and encourages full classroom involvement.

All instructional strategies and challenges are used to encourage Cleveland Bailey students to develop a life-long love for reading.

### **3. Mathematics:**

Math is a core curriculum area with a foundation that is introduced in Pre-Kindergarten and built upon through 5<sup>th</sup> grade to ensure that math skills are learned with depth and understanding. Cleveland Bailey's math curriculum is aligned with the Oklahoma PASS objectives. Our goal is to develop students' capacity to problem solve, reason, and communicate mathematically.

In order to meet student needs at various levels, our district adopted three math series. Pre-Kindergarten and Kindergarten use Everyday Math, first and second grade use McMillan/McGraw Hill, and third through fifth grade use Scott Foresman. Everyday Math utilizes a hands-on approach to build a strong foundation in mathematics. Our early childhood teachers also use songs, rhymes, puppets, learning stations, and family enrichment activities to meet the needs of all students. McMillan/McGraw Hill builds upon the fundamental skills taught in the early grades and exposes our students to quality, challenging and consistent mathematical instruction. Scott Foresman meets the needs of our upper elementary students as it challenges them to take the basic math facts and skills previously taught and extend them with more critical and higher order thinking skills.

Teachers also use SmartBoards to make math lessons more interactive. Online student textbooks are made accessible so parents are able to work with their child to enrich and remediate the lessons taught in class. Manipulatives are used to connect concrete thinking to abstract concepts. Every effort is made to make math come alive and math instruction meaningful in the lives of our students.

Grade Level Data Teams use scores from state, district, and classroom testing to identify students who are and who are not mastering content standards. This information is utilized to differentiate through enrichment and remediation. Various supplemental strategies include peer or individual tutoring, Destination Math, flash cards, and a variety of online resources. Our Pre-Kindergarten are partnered with intermediate Big Buddies who have the opportunity to meet monthly to help build math skills through games and activities. In addition, Cleveland Bailey has a school-wide focus on math facts. Weekly drills are used to encourage the memorization of facts. Students work at their own skill level to master the facts necessary for success at their specific grade.

### **4. Additional Curriculum Area:**

Technology empowers our students to become "lifelong learners in their quest to strive for success." Technology is an area of emphasis in Cleveland Bailey's 21<sup>st</sup> Century classrooms. It is utilized by the classroom teachers as a resource for direct instruction, remediation, and enrichment to support our educational goals. By accessing technology, teachers have the capabilities to design lessons, activities, and projects that correlate to the Oklahoma's Priority Academic Student Skills (P.A.S.S.) objectives.

Cleveland Bailey has a mobile computer lab with 24 laptops. Each teacher has a minimum of two desktop computers in his/her classroom along with eight computer stations in the Media Center. Cleveland Bailey has wireless access, allowing students and teachers to have Internet access throughout the building at all times.

Each classroom is equipped with a SMARTboard that teachers use on a daily basis to engage the students in learning. The SMARTboard serves as a means to incorporate supplemental material and interactive websites. All teachers have access to document cameras which allow them to work together with their students on a variety of skills.

Cleveland Bailey utilizes several technological applications to open the door to learning, to make concepts come alive, and to foster critical thinking. Student needs are assessed through DIBELS for grades K-3 and the SRI for grades 2-5. Throughout the classrooms, Media Center, and Advanced Learning classes, students conduct research, prepare reports, and create PowerPoint and podcast presentations.

Teachers engage students in learning through Reading Counts, Kidspiration, and Destination Reading and Math, which go hand in hand with the Response to Intervention process. Students can be seen utilizing the Internet, United Streaming videos, online quizzes, Excel, Microsoft Word, Webquest, document cameras, I-Pads, and virtual museum tours.

Cleveland Bailey keeps the lines of communication open by having a website that parents can easily access. In addition to the school website, teachers maintain their own personal website. Teachers update lesson plans weekly and have educational websites that students visit to foster their learning in a fun and exciting way.

Through the use of technology...

When the young people of Mid-Del enter our schools, they will be safe.

When they enter our classrooms, they will be challenged.

When they leave our schools, they will be ready."

## **5. Instructional Methods:**

A critical component of the instructional program of Cleveland Bailey is to provide appropriate educational experiences for all of our students. We structure the learning environments to address the unique needs and characteristics of students to accommodate their learning styles, learning rates, and interests.

A variety of methodologies to integrate differentiated instruction into the classroom is encouraged and utilized daily by all of our teachers. Research-based strategies that are incorporated into the instruction include but are not limited to: compacting, multiple intelligences, small group, anchor activities, supplementary materials, grouping, cooperative learning, technology integration, research, literature circles, flexible grouping, tiered lessons and products. Other strategies used to serve our students are: interest centers, acceleration, peer teaching, peer and adult mentors, Thinking Maps, presentations, videos, writing folders, discussions and choice boards. These strategies and methods bridge from grade to grade to promote learning.

Cleveland Bailey's instruction targets diverse subgroups, i.e., English Language Learners (ELL), At-Risk, Special Education, and Gifted and Talented students. Special Education programming for our mild and moderate students includes a resource lab (pull-out) for reading, mathematics and written language. Often times the resource teacher works collaboratively in the regular education classroom. For our severe profound students, a self-contained classroom serves as a means of meeting those individuals' learning needs. Students in these classrooms enjoy the services provided by Occupational and Physical Therapists. A Reading Literacy Coach provides instruction through whole group and small group to meet the needs of each student. Bilingual tutoring has been provided for our non-English speaking students. Gifted and talented students attend a biweekly class in which they engage in higher level learning opportunities. Our staff seeks to meet the needs of our diverse population through varying approaches to instruction and assessment. Teamwork and collaboration are the key components to providing these quality learning programs.

Varied instruction is the norm in all of our classrooms. Data from all forms of testing, student work, and observations of students is constantly being analyzed to modify instruction. Teachers meet regularly to discuss each student's progress and instructional needs. The entire faculty and staff believe that differentiation engages students more deeply in their learning, provides for constant growth and development, and provides for a more stimulating and exciting classroom.

All of us do not have equal talent,

but all of us should have an equal opportunity to develop our talents.

~John F. Kennedy

## **6. Professional Development:**

Cleveland Bailey devotes one professional day at the beginning of each school year to disaggregate our state test scores and determine our goals. Using this test data, we develop our Professional Development Plan to provide for activities that would facilitate the professional growth of our instructional staff and support our site improvement objectives. After setting these goals, teachers attend workshops and other professional development activities that present ideas and strategies useful in meeting our skills objectives and in strengthening our programs.

Cleveland Bailey's faculty has participated in numerous book studies including Reading with Meaning by Debbie Miller, The Fluent Reader by Timothy Rasinski, Seven Habits of Highly Effective People by Stephen Covey, The Seven Keys to Reading Comprehension by Susan Zimmermann and Chryste Hutchins, and Building Academic Vocabulary by Robert Marzano.

The Mid-Del School District has provided three additional paid staff development days to provide successful opportunities for the enhancement of student learning and the support of the professional staff. Presenters who have come to the district are, but not limited to, Dr. Douglas Reeves, Larry Lezotte, Geoffrey Canada, and Robert Marzano. Dr. Douglas Reeves worked with individual sites to develop the use of Data Teams to analyze testing data. By utilizing this data, student achievement has improved. Larry Lezotte's Effective School Correlates serve as a guide for the staff of Cleveland Bailey.

Other professional development includes grade-level Share Fairs which provide an opportunity to collaborate with other teachers in our district. This allows for learning new ideas and receiving feedback from our peers. In order to provide a safe environment for students, teachers have been provided trainings in bullying, child abuse, and suicide prevention (QPR).

Kagan Cooperative Learning, Character Counts!, Great Expectations, and Thinking Maps are a few of the research based programs that have benefited our faculty. These programs are incorporated into our curriculum, teaching practices, and our overall school community. Staff members have also attended trainings such as Frog Street and Good to Great by Jim Collins.

The Cleveland Bailey staff embraces opportunities to become life-long learners. Of the Cleveland Bailey staff, four are Nationally Board certified, ten have obtained their Masters' degrees, and two are in the process of acquiring higher level degrees.

## **7. School Leadership:**

Mid-Del Schools are fortunate to have a strong District Leadership Team. It takes everyone working together to meet today's challenges and to educate today's students. In order to meet the many challenges facing Mid-Del educators, the focus of all involved within the Leadership Team has been to guide the efforts to improve student learning. Emphasis has been placed on research based strategies and data driven decisions to help us reach our target of continuous improvement. Larry Lezotte's Effective School Strategies, Dr. Marzano's School Leadership that Works and Dr. Douglas Reeves' Using Data to Achieve Results as well as several book studies, have been part of the leadership training that principals have received. Each of these opportunities has influenced and strengthened my leadership skills.

Cleveland Bailey is committed to providing a safe learning environment conducive to learning. The Principal, as the Instructional Leader, partners with other staff members to share the responsibility for

students' learning of essential skills. With each and every staff member, the feeling of being "all in this together" ensures the success of every child. Having an "Open Door" policy for the teachers has proven to be successful for building continuity and togetherness among the staff. Each morning the Principal, Counselor and Teachers meet the students and parents with a genuine, welcoming smile. Everyone is treated fairly with dignity and respect. Cleveland Bailey's Leadership Team includes the Principal, School Counselor, and grade level representatives.

As the Principal of Cleveland Bailey, three words, safe/challenged/ready, influence everything we do. Our students feel safe in our classrooms. Our Safe School Committee and the "Open Door" policy of the Principal ensure a safe environment. The School Counselor and her guidance classes help to foster and build a caring, safe atmosphere. To ensure students are challenged academically, it is the Principal's responsibility to make sure the needs of our school are met. Working with the Site Leadership Team, current data is analyzed to identify the needs of our students. As Principal, I am willing to make necessary changes and provide resources or training opportunities for improving instruction. Curriculum maps, strategies such as Thinking Maps and Kagan, and common formative assessments are examples of resources or training that Teachers use to challenge our students and help them experience success. When our students leave our classrooms and school, they will possess the skills and experiences needed to be ready for their next level.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: OCCT

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Satisfactory	78	66	85	94	78
Advanced	29	22	18	16	16
Number of students tested	41	50	39	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	8	7	7	2
Percent of students alternatively assessed	11	14	15	12	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Satisfactory	73	56	75	96	81
Advanced	23	24	25	9	6
Number of students tested	26	25	20	23	16
<b>2. African American Students</b>					
Proficient/Satisfactory	65	23	77	77	64
Advanced	29	15	18	8	0
Number of students tested	14	13	17	13	14
<b>3. Hispanic or Latino Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient/Satisfactory	95	87	93	100	84
Advanced	35	28	20	25	20
Number of students tested	20	29	15	24	25
<b>NOTES:</b>					

110K3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: OCCT

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Satisfactory	83	77	90	92	90
Advanced	10	0	0	6	4
Number of students tested	40	48	39	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	10	7	7	2
Percent of students alternatively assessed	13	17	15	12	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Satisfactory	84	65	80	91	88
Advanced	4	0	0	0	0
Number of students tested	25	23	20	23	16
<b>2. African American Students</b>					
Proficient/Satisfactory	71	58	82	85	79
Advanced	0	0	0	0	0
Number of students tested	14	12	17	13	14
<b>3. Hispanic or Latino Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient/Satisfactory	89	86	93	100	96
Advanced	21	0	0	13	4
Number of students tested	19	28	15	24	25
<b>NOTES:</b>					

110K3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: OCCT

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Satisfactory	89	83	87	82	77
Advanced	36	40	25	26	22
Number of students tested	47	40	61	57	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	6	7	2	4
Percent of students alternatively assessed	15	13	10	3	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Satisfactory	89	84	79	81	69
Advanced	27	42	15	12	14
Number of students tested	26	19	33	26	29
<b>2. African American Students</b>					
Proficient/Satisfactory	72	61	76	80	57
Advanced	29	15	4	13	7
Number of students tested	14	13	25	24	14
<b>3. Hispanic or Latino Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient/Satisfactory	96	95	95	77	88
Advanced	48	58	52	27	38
Number of students tested	27	19	23	22	24
<b>NOTES:</b>					

110K3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: OCCT

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Satisfactory	84	81	97	92	89
Advanced	4	8	12	4	8
Number of students tested	45	40	60	57	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	6	8	2	4
Percent of students alternatively assessed	18	13	12	3	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Satisfactory	83	67	97	89	86
Advanced	4	11	9	4	4
Number of students tested	24	19	32	26	28
<b>2. African American Students</b>					
Proficient/Satisfactory	75	62	96	92	86
Advanced	8	0	0	0	0
Number of students tested	12	13	25	24	14
<b>3. Hispanic or Latino Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient/Satisfactory	89	90	100	87	96
Advanced	4	16	27	5	8
Number of students tested	27	19	22	22	24
<b>NOTES:</b>					

110K3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: OCCT

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Satisfactory	77	75	96	85	81
Advanced	37	38	47	34	29
Number of students tested	43	52	59	53	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	8	3	4	3
Percent of students alternatively assessed	12	13	5	7	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Satisfactory	77	76	97	82	75
Advanced	27	33	36	19	29
Number of students tested	26	30	28	32	28
<b>2. African American Students</b>					
Proficient/Satisfactory	69	53	93	80	60
Advanced	15	24	24	15	17
Number of students tested	13	17	29	20	23
<b>3. Hispanic or Latino Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient/Satisfactory	90	87	100	91	94
Advanced	55	61	74	67	35
Number of students tested	20	23	19	21	37
<b>NOTES:</b>					

110K3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: OCCT

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Satisfactory	77	73	93	81	80
Advanced	11	13	15	11	7
Number of students tested	44	52	59	53	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	8	3	4	3
Percent of students alternatively assessed	10	13	5	7	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Satisfactory	77	70	97	72	77
Advanced	8	10	11	9	7
Number of students tested	26	30	28	32	27
<b>2. African American Students</b>					
Proficient/Satisfactory	69	53	89	65	56
Advanced	0	0	10	0	4
Number of students tested	13	17	29	20	23
<b>3. Hispanic or Latino Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient/Satisfactory	80	91	100	96	94
Advanced	20	26	16	29	11
Number of students tested	20	23	19	21	36
<b>NOTES:</b>					

110K3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: OCCT

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month				Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Satisfactory				91	83
Advanced				47	46
Number of students tested				66	52
Percent of total students tested				100	100
Number of students alternatively assessed				4	4
Percent of students alternatively assessed				6	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Satisfactory				86	73
Advanced				22	38
Number of students tested				29	26
<b>2. African American Students</b>					
Proficient/Satisfactory				87	76
Advanced				39	33
Number of students tested				23	21
<b>3. Hispanic or Latino Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient/Satisfactory				97	81
Advanced				57	52
Number of students tested				35	21
<b>NOTES:</b> Our district moved the 6th grade students to the Middle School after the 2006-2007 school year. With the start of the 2007-2008 school year, elementary schools contained PreKindergarten through 5th grade.					

11OK3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: OCCT

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month				Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Satisfactory				91	86
Advanced				13	19
Number of students tested				67	52
Percent of total students tested				100	100
Number of students alternatively assessed				3	4
Percent of students alternatively assessed				4	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Satisfactory				93	73
Advanced				10	15
Number of students tested				29	26
<b>2. African American Students</b>					
Proficient/Satisfactory				83	81
Advanced				8	24
Number of students tested				24	21
<b>3. Hispanic or Latino Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Satisfactory					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient/Satisfactory				100	91
Advanced				20	10
Number of students tested				35	21
<b>NOTES:</b> Our district made the decision to move 6th grade to the Middle School level at the end of the 2006-2007 school year. At the beginning of the 2007-2008 elementary schools were comprised of PreKindergarten through 5th grade students.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	81	75	89	88	80
Advanced	34	33	30	31	28
Number of students tested	131	142	159	226	220
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	19	22	17	17	13
Percent of students alternatively assessed	15	15	11	8	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	80	72	84	86	75
Advanced	26	33	25	23	22
Number of students tested	78	74	81	110	99
<b>2. African American Students</b>					
Proficient	69	46	82	81	64
Advanced	24	18	15	19	14
Number of students tested	41	43	71	80	72
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient	94	90	96	91	87
Advanced	46	49	49	44	36
Number of students tested	67	71	57	102	107
<b>NOTES:</b>					

11OK3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	81	77	93	89	86
Advanced	8	7	9	11	10
Number of students tested	129	140	158	227	217
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	21	24	18	16	13
Percent of students alternatively assessed	16	17	11	7	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	81	67	91	86	81
Advanced	5	7	7	6	7
Number of students tested	75	72	80	110	97
<b>2. African American Students</b>					
Proficient	72	58	89	81	76
Advanced	3	0	3	2	7
Number of students tested	39	42	71	81	72
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient			89	62	41
Advanced			0	0	0
Number of students tested			12	28	26
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Proficient	86	86	98	96	94
Advanced	15	14	15	17	8
Number of students tested	66	70	56	102	106
<b>NOTES:</b> In 2007-2008, our district moved 6th grade students to the middle school level. So our school scores only reflect 6th grade results in 2006 & 2007. In 2008, the state changed the term Satisfactory to the term Proficient. Our school contains two self-contained Severe/Profound classes. These students are all alternatively assessed.					