

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13OK4**

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Mrs. LeAnn Johnson

Official School Name: Central High Elementary School

School Mailing Address: 7202 West Broncho Road  
Marlow, OK 73055-9599

County: Stephens State School Code Number\*: 69 I034 105

Telephone: (580) 658-2970 E-mail: ljohnson@central.k12.ok.us

Fax: (580) 658-8005 Web site/URL: http://www.central.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 all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Bennie Newton II Superintendent e-mail: bnewton@central.k12.ok.us

District Name: Central High Public Schools District Phone: (580) 658-2970

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jerry Howell

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)

*\*Non-Public 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, Director, National Blue Ribbon Schools (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, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

---

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

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)  
  1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  6611

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school:   11
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	12	22
K	22	13	35
1	16	10	26
2	15	13	28
3	16	22	38
4	11	14	25
5	12	17	29
6	11	9	20
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			223

6. Racial/ethnic composition of the school: 9 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
81 % White  
5 % 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 2011-2012 school year: 15%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1, 2011	214
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 44%

Total number of students who qualify: 97

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: 11%

Total number of students served: 21

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</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:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>26</u>	<u>3</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:

18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	96%	96%	95%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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 \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

---

“Central High School provides for the educational needs and the equitable educational opportunities for all students, encourages a lifelong desire to learn that will follow them into their adult life and prepares students physically, mentally, and socially as productive, responsible citizens in their community.” This is not just a vision statement for our school but it reflects the vision of our community. Central High Elementary School is a rural school located in Stephens County in southwest Oklahoma. Currently, Central High Elementary has over 225 students, with over 40% of them qualifying for free or reduced lunches. Central High Elementary is making great progress in student achievement through the efforts of everyone involved, from community members to teachers, to parents, and to students. The Central High mission statement for the students, parents, staff, teachers, administration and school board at Central High is, “Striving for excellence with integrity and community values”. This mission statement is a reflection of the support that our school receives from our community members.

Central High Elementary is the center of this rural community. We have a strong tradition of outstanding achievement in academics, and extracurricular activities. This is a rural school where many students’ parents, grandparents, and other relatives also attended school. Because of the high academic and ethical standards set forth by this school and its community members, many people have chosen as adults to come back to this rural community to raise their families. The school has always strived to prepare our children for the next level of education, which was highlighted with our achievement of an “A” on our school report card in a new school grading system implemented within our state. Using data to improve instruction has changed the mindset of our faculty and students. Teachers and students now rely on a variety of data to support decisions related to student growth and gain. This has greatly improved our intervention services. We provide the most current trends on professional development, to maintain the “highly qualified” status of our entire staff in order that we can meet the educational needs of every student.

We have one full time Counselor on our campus. Her responsibilities include, but are not limited to, directing the measurement and evaluation of programs, obtaining and interpreting occupational and educational information for students, and performs counseling services to students. The Counselor also supervises students during activities of the guidance and counseling program, and maintains staff relations with the teachers. She also serves on various committees through the school ranging from Gifted and Talented to School Safety.

We have a wonderful supportive community that believes in the teachers and students to achieve the very best. I believe our greatest asset is the dedication of our faculty and staff. We have teachers and support staff who are loyal and hard working towards the ultimate goal, success of our students. This school is founded on tradition. Our community cares about what becomes of the school. This is a very giving community, as evidenced by the passage of four consecutive bond issues. The most recent bond issue is for a new gymnasium which is currently being built. The first three bond issues were for educational needs such as classrooms, computer labs and a science lab.

The P.T.O. is a strong presence in our school. The parent members have worked very hard to upgrade the elementary playground. The students at our school have access to a mobile laptop lab, two computer labs, and every classroom has a Smartboard. The students at our school have ample opportunity to participate in many groups from academic teams, 4-H, sports teams, cheerleading, and band. Central High takes pride in helping students grow into well rounded students.

We offer many opportunities for family members to be a part of our daily operations. Some of our local traditions include Back to School Night, Grandparents Day luncheon, Fall Carnival, Moms Night Out, Volunteer recognition luncheon and a traditional Thanksgiving and Christmas lunch served by our

cafeteria. We have parents and grandparents volunteer in our classrooms and library everyday as well as serving on numerous committees.

We reward students throughout the year for various student achievements. Each month every classroom selects a student and citizen of the month. These students are recognized in a Monday morning assembly and get to have lunch on the stage with the principal. We also reward students each month for perfect attendance. In addition to the monthly rewards, our Superintendent takes all students with perfect attendance on a reward field trip at his expense towards the end of school. At the end of each year we have an academic banquet where students maintaining a 3.75 GPA or higher for the entire year are recognized. The ultimate goal at Central High Elementary is to meet the educational needs of every student and to create lifelong learners.

Lastly, we utilize multiple ways to keep our parents informed of student progress, and informed of events and school activities. Ways in which we inform our parents include our school website, school marquee, an automated calling system, and school newsletters sent home which ensure parents receive timely and accurate information to lessen the gaps in communication.

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

---

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

We are known in southwest Oklahoma for our high test scores, but we are constantly trying to better ourselves. We know things are constantly changing, and we strive to do our best to learn and implement the new changes. We hold our students to a higher standard because we know they can achieve those standards and goals. Our test data illustrates growth and consistency in student performance. Our standardized test data is among the best in the state.

Oklahoma administers Reading and Math assessments in grades 3 – 6. Our assessments are designed to assess proficiency on the Oklahoma PASS skills. The state of Oklahoma bases our (AYP) Adequate Yearly Progress on the results of the (OCCT) Oklahoma Core Curriculum Test, and the (OMAAP) Oklahoma Modified Alternate Assessment Program. The results are categorized into four divisions: advanced, proficient, limited knowledge, and unsatisfactory. Students must score a 700 or higher on reading and math to receive a proficient score. Students scoring limited knowledge or unsatisfactory receive additional tutoring. Oklahoma uses the Academic Performance Index (API) which is a numeric score that ranges from 1 – 1500. This is used to measure if a school has made AYP. Central High Elementary has consistently made AYP. Test results plus attendance rates are two of the factors used to determine if a school has made AYP. Oklahoma performance benchmarks have increased each year and will continue to go up until the year 2015. Beginning with the 2012-2013 school year, Oklahoma has transitioned their API and AYP assessments to the statewide A-F Grade, School Report Card. The first A-F Report Card came out in the fall of 2012 using test score data from the 2011-2012 school year. Data used in this assessment includes test scores in Reading, Math, Science, Social Studies, and Writing. Student achievement makes up 33% of the overall grade. Other components include overall student growth 17%, bottom quartile student growth 17%, and whole school performance, which includes student attendance rate, dropout rate, advanced coursework, the remaining 33%. Our elementary was one of only 45 elementary schools out of 692 elementary schools in the state of Oklahoma to receive an “A” with a grade point average of 4.0. In addition to receiving an “A” we were also named a Reward School. Our elementary achieved this by ranking in the top 10% in each of the last three years, and made AYP in 2010-2011 in the “all students” group and all of its subgroups, and tested at least 95% of all our students. At Central, we work diligently to exceed state performance benchmarks. Our teachers assess the PASS skills throughout the year by teacher created assessments, and Alpha Plus assessments to help provide intervention tutoring throughout the year.

The data for our math and reading scores show consistent improvement in the academic achievement at Central High Elementary. Overall, we have shown an increase in our student performance over the last five years. Our data indicates that we need to continue to make academic improvements to keep up with the rising standards.

Central High Elementary has implemented several strategies to help close the achievement gaps for our students in both reading and math. According to the Oklahoma Reading Sufficiency Act, we use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to regularly assess our students reading progress. We also offer 90 minutes of uninterrupted reading instruction in our primary grades, as well as an additional 30 to 60 minutes of tutoring for struggling students. We also use the Accelerated Reader program to monitor comprehension levels. We have used the Alpha Plus company over the last three years. This company has really helped our staff improve our graphing and monitoring of student achievement.

In the subject of math, we use Study Island for online tutoring and progress monitoring, as well as the Alpha Plus program. Technology is a resource that is widely used among our staff. Each teacher has a Smartboard, document camera, and computers for use within their classroom. We also have a mobile lab that teachers check out daily for use with their students. In addition, we share two computer labs with our

high school that our teachers regularly use. In the lab, students have the opportunity to work on reading and math skills with a variety of research-based programs proven to increase learning.

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

Communication is vital at Central High Elementary. We work hard throughout the year to communicate and collaborate with teachers, parents, and students as well as community members. Being from a small rural community, teachers communicate in person to person conferences as well as by phone, often daily with parents. We also utilize our school web site as well as an automated calling system to regularly get information to parents, students, and community members. We also have regularly scheduled conference nights where parents are informed of student performance data and of opportunities for extra help for their children.

There are a variety of assessments utilized at Central High Elementary such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading and Math, monthly formative assessments, Alpha Plus benchmark tests, and the OCCT. Grade level and team meetings are held weekly to evaluate the data results and monitor progress of all students as well as at-risk students. Disaggregated data from the assessments is used to determine which students need extra tutoring, and to develop a plan of action for success.

Using assessment data, teachers graph student progress, and provide additional tutoring on skills before reassessing certain areas. The graphs are utilized by students, teachers and resource teachers to assure mastery on each skill. All data is shared with parents, and opportunities for additional practice at home are provided by the teacher. Knowing where the students are academically, and where they need to be, is vital for everyone involved. We strive to keep everyone informed, and to close the achievement gap for all students. Our school strives to be at 90% or above in all areas. In the areas where assessment data is used, teachers collaborate among grade levels to make sure a good foundation is built. This keeps all grade levels abreast of what expectations are being met, and what weaknesses need to be addressed. Our principal holds weekly grade level meetings to help maintain focus on the objectives that need to be mastered, as well as giving additional information to the teachers through the principal.

## **3. Sharing Lessons Learned:**

The faculty at Central High Elementary is always eager to share instructional strategies with each other as well as other educators in the area. This year we implemented a program where teachers have conducted professional development for other staff members in their areas of expertise. For example, one teacher taught a series of Smartboard training depending on the teachers needs. Another teacher taught technology training from Microsoft to PowerPoint. This has been a very effective program for us, and allowed us to collaborate on areas of concern. This attitude of collaboration has carried over on to helping other districts. Our administrators attend Reach3 collaboration meetings regularly. Reach3 networks (Regional Educators Advancing College, Career and Citizenship Readiness Higher) were created to provide leadership to Oklahoma schools by creating open communication via Reach3 summits, by providing technical assistance and resources, and assisting schools in collaboration during transition to a new Teacher and Leader Effectiveness system, statewide reforms, and the Oklahoma C3 standards, including full implementation of Common Core State Standards and assessments in 2014-2015. Many strategies are shared at these meetings, and shared with the teaching staff. We have had other districts come and observe our classroom strategies, as well as call and ask for input on the materials we use, and what we think works and what doesn't work. The Alpha Plus program which consist of benchmark assessment, formative assessments, and simulated Core Curriculum tests has been beneficial to our district. We have hosted other districts and illustrated how this program works for us. We always allow other districts to send representatives to our professional development workshops, when they express a desire to do so. Students aspiring to be teachers from our local universities observe, and do their student teaching at Central Elementary. They practice research based instructional strategies under the supervision of an experienced teacher.

At Central High we believe being “lifelong learners”, is essential to student and teacher success. We work hard to consistently implement this philosophy that we all must continue to learn and grow, and share educational strengths to become better teachers and students.

#### **4. Engaging Families and Communities:**

Central High Elementary has a very simple and effective strategy, “Students, families, and communities come first.” Active communication between all stakeholders is vital in our small rural community. The old statement, “it takes a village to raise a child”, is true in this community where multiple generations of families have attended school. Our number one priority is to keep everyone informed as to what is going on in our school. We keep a constant line of communication between teachers and parents. Most teachers send a weekly newsletter to inform parents of accomplishments, upcoming events, and areas of strengths and weaknesses. We offer a free event called “Ladies Night Out” to encourage family and bonding between teachers and all women of our community. This event is put on by our staff and offers free childcare, a free meal, and a motivational speaker for all of the women of our community ages 18 – 95. Each year over 100 women attend. Each year a community wide Fall carnival is held by the school which many community members help with and attend. Teachers regularly call parents to help to create a line of support from the school and home. This discussion also creates consistence in the childs’ life to understand school support in the home. Parents feel free to contact or come to school and talk to any school personnel about any concerns. We have parents and citizens of the community serve on school improvement committees to share ideas and work to make our school the best it can be.

We believe in constant communication with the parents. We know that when parents know the teacher cares for their child they are more involved with the school and their childs’ activities. Our teachers are available to our students, families, and community on a daily basis. When we incur a problem with a child, we call parents and involve them in the problem solving process, discussing what can be done at home and school. When we have exceptional days with our students, we also send notes or call parents. This helps to keep a positive attitude and appreciation for each other.

We have parent groups that are consulted on various ways we can improve our school and relationships along with questionnaires regarding this. We have a very active P.T.O. that does things with, and for the school on a daily basis. They always work through the summer adding playground equipment and painting around the school. Many of our teachers are also P.T.O. members. We have found when having parent/teacher conferences in the evening we have the best turn out. Many teachers have 100% attendance in the evenings. We have some families that come up in the evenings to work around the school. They take care of the flowerbeds they have added at their own expense, just to make our school pretty. One family built coat racks for the students. They noticed jackets and backpacks being thrown on the ground and solved the problem.

# **PART V - CURRICULUM AND INSTRUCTION**

---

## **1. Curriculum:**

Every classroom begins their day with morning meetings, pledges and a moment of silence. Daily news is also discussed at this time. We are committed to developing our students socially as well as academically. The greatest cognitive growth occurs through social interaction. We are a strong leader in fundamental education. Our core curriculum is focused on depth of knowledge verses width so that our students have a solid foundation.

Our school builds its curriculum through the Oklahoma PASS objectives, and now we are transitioning that curriculum to the Oklahoma C3 standards and the Common Core State Standards. A few years ago, our school incorporated pacing calendars into our planning. These calendars allow us to ensure every objective gets ample time, and that all are taught effectively. We also added objective charts to graph mastery of the objectives. These graphs also allow us to identify students that need remediation, we then reassess. We gear all subjects towards student success during and after the school experience. The teachers in early childhood focus on the core areas of reading and math while integrating science, social studies, and technology. We feel it is crucial that students are performing at the highest possible level in these core areas by the end of the 2nd grade to prevent them from falling farther behind as they continue their education. All levels of our school including primary grades and upper elementary work hard to align our curriculum.

We have a very proactive administration that is on top of all the new curriculum standards. The teachers are very well informed of upcoming expectations for their grade level. Every classroom is equipped with Smartboards, at least two classroom computers and document cameras to give the students opportunities to use technology every day. The school also has a computer lab and a mobile computer lab that can provide whole class lessons in technology. Teachers use technology in whole group, small group, and station instruction of all the subject areas. Pre-K through 2nd grade use Saxon Phonics and Math. Saxon Phonics and Math provide students with systematic and explicit instruction. Both programs have built-in reviews of previous skills and concepts allowing students to continue to build those skills that they are not strong in and gives them the opportunity to master them.

We use Scott Foresman Reading Street to teach our reading core. It provides the students with a balance of nonfiction and fiction stories while teaching students important reading skills and strategies. Reading Street also provides for opportunities to integrate science and social studies. Our science, social studies, P.E., and art curriculum is driven by state PASS objectives. We utilize basal series as well as supplement with weekly magazines, internet activities, and teacher created materials. Our teachers incorporate a lot of cooperative learning activities as well as hands on projects.

At Central High Elementary every student receives physical education, as well as health and nutrition instruction. All of our students receive music instruction, and 5th and 6th graders take band, learning to play a musical instrument. We feel these subject areas help to round out our curriculum.

Our enrollment growth continues to be beneficial because of our desire to go above and beyond in providing a well-rounded education for every student.

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

The reading curriculum at Central High Elementary concentrates on phonemic awareness, phonics, vocabulary, fluency, comprehension, and spelling. Our teachers strive to incorporate higher order thinking into every lesson, using Blooms taxonomy. In Pre-K through 3rd grade, we use the Saxon Phonics and

Spelling program, and in Pre-K through 6th grade, our reading curriculum is Scott Foresman: Reading Street.

The Saxon phonics program and the Reading Street were both adopted because they follow the Oklahoma PASS skills. The teachers have been working to align these programs with the new Common Core State Standards. The Reading Street program includes leveled readers for guided reading. In kindergarten through 3rd grade, we schedule a 90 minute block of uninterrupted reading instruction. During this time, whole class instruction is provided, as well as reading centers and small group instruction. The small groups and center time allows the students to do hands on activities, and allows the teacher to group the students according to their needs. The teacher is able to reteach areas of concern and reinforce specific skills in reading. We strongly believe in differentiating instruction to meet the needs of all students.

Beginning in the 1st grade, our students utilize the accelerated reading program. All students take the star reading test which gives the student a reading level and range. The books in our library have colored stickers to help students find books on their level. As students read books, they take a computer generated comprehension test over the book. Teachers can keep up with the students' progress daily through this program. Students also receive points for each book they read and pass the test on. We have a reward system for the student to use the points as they earn them. The A.R. points may be redeemed for small gifts items as well as used for reward trips.

We use the DIBELS program for reading skills screening. This assessment is done at the beginning, middle, and end of the year for all students. Those students needing extra help, as defined by the criteria of this assessment, receive 30 minutes of additional reading instruction each day. These students have their progress monitored every two weeks.

Spelling, writing, and language are also integrated into our reading curriculum. With the transition to CCSS and the new PARCC assessments, we have put an increased emphasis on writing. We have our students in Kindergarten working to begin the writing process. We have already seen improvement in those students reading skills because of this emphasis in writing.

All of our classroom teachers also provide after school tutoring for students that need to be retaught on certain reading skills. At Central High Elementary, we know that differentiated reading instruction is the key with their student to increase student achievement.

### **3. Mathematics:**

The mathematics curriculum at Central High Elementary is a vital part of our curriculum. We work very hard to make sure our curriculum is developmentally appropriate. We use Saxon math in our primary grades as our core component to our math program. We feel it is the best well rounded fit for providing our C3 objectives. We also supplement with a student calendar folder. In this program, we cover a broad spectrum of objectives in math ELA, science, and social studies, as well as the arts. We discuss information and holiday celebrations with each month. We count on, as well as pattern from the middle of a series. We count to 100 by ones and tens. We graph and discuss weather, mark tally marks, and discuss social skills in taking turns, and birthdays. We write addition and subtraction statements with our dominoes. We decompose numbers, creating the domino of our choice. We roll dice to look at data and probability and make number statements to ten. We use benchmarks and progress monitoring every two weeks to assure us of our students progress. Additional one on one time helps us to individualize their progress, whether before or after school. Continuous assessment during our learning time helps us to become more aware of students who benefit, and are in need of individualized instruction.

In our upper elementary, the teachers add a lot of teacher created materials, online resources, and many Smartboard activities. We have worked very hard to align our curriculum to prevent gaps between grade levels. Our instructional methods include hands on learning, and the use of manipulatives and technology

to build a strong foundation. Students focus on basic math skills and facts to help build a solid foundation and ensure success. In 3rd-6th grade we use a variety of supplemental materials to include Alpha Plus, Prepare to PASS Math, American Book Co. and Mastering the OCCT in Math. Pulling from these different resources allows us to address the multiple different learning styles. We provide additional before and after school tutoring for those students needing additional help, and strive to offer enrichment activities for those students achieving advanced in the curriculum. Study Island is a great online tool for meeting the different levels of needs of the students. Our students' scores have proven that hands on is one of the best methods available. It is our goal at Central High Elementary to equip our students with the mathematics skills they need to move to the next level. Math is a real world experience at Central High Elementary, striving to create real world problem solvers.

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

“Striving for Excellence With Integrity and Community Values”, seems like a short motto or vision for our school but those few words hold such power for our school. This motto means to us that just getting by is never enough. Technology is a significant component of our curriculum. We have worked very hard to get a variety of technology into each classroom. Along with the technology, we have various computer based programs that our teachers use that provide assessment as well as individualized instruction for remediation and enrichment. We currently have computers, document cameras, and Smartboards in every classroom in Kindergarten through 6th grade, and there are two computer labs available for their use, as well as a 20 station mobile lab. The use of these technological devices is a great benefit to our students and teachers as we incorporate modern approaches into our instruction. Overall, Central High Elementary strives to offer our students a well rounded education covering all subject areas, optimizing the use of technology in every subject.

#### **5. Instructional Methods:**

At Central High Elementary, every student is important, and teachers and parents work together to provide instruction that meets the needs of all students. Differentiated instruction is provided in a variety of ways including classroom arrangements, intervention, tutoring, whole group instruction, small group instruction, and hands on activities including the use of Smartboards and other technology. These methods are used to support the highest level of achievement for all students. We offer before, during, and after school tutoring to meet the needs of lower level learners. For above level learners, we provide challenging work for them, and they can be involved in the elementary academic team and the elementary book club. The teachers are proactive and use a varied approach to help all students learn and achieve their specific goal.

We continually strive to meet all requirements of our students on individualized education plans (IEP's), whether it be a gifted child or a student on an IEP, our teachers and staff are well trained to work at differing readiness levels that vary interests and allows students to learn in an assortment of ways.

At Central High Elementary, we believe that every student can learn, with many students learning in different ways. This makes providing differentiated instruction imperative. Teachers monitor students assessment results closely, looking for areas of concern in student achievement. We have found that going back to the students' mastery level and working to pull a child forward from there is the best approach. The students are placed in flexible groups based on skills that they are lacking. The small group instruction allows the teacher to focus more directly on the needs of the individual child. A hands-on approach using manipulatives, or a student created project, is a key component to our students success. Computer programs are also used to provide differentiated instruction. Computer software allows a student to work below and above grade level. Decreasing the achievement gaps among all subgroups of students is vital at Central High, and differentiated instruction is key to bridging this gap.

#### **6. Professional Development:**

Professional development is vital in improving the quality of instruction a student receives. Our school goes above and beyond to keep our teachers informed and up to date on professional development ideas. The sharing of ideas, and the use of that knowledge, is an area I feel our elementary excels in. We have assisted many students in learning about different ways to “wake up” the brain in a workshop called Brain Gym. In an eye therapy seminar, several teachers discovered why students in their classrooms were having some difficulties. Our teachers have attended technology workshops, and then came back and held workshops so they could share the information with their colleagues. Many of our teachers take advantage of highly qualified online professional development, this allows them to stay in the classroom and utilize the online aspect after school hours or on planning and lunch times.

All of our professional development is designed to help improve the education offered at our school. We want to ensure that our teachers have the most up to date information on important topics for teacher growth and student achievement. We have PLC committees to gather information from our colleagues in our subgroups for input in making better quality of education for our students and teachers. The state department has provided us with a Reach3 coach to help with the transition to the Common Core State Standards. She is on campus one day each month to assist our staff, and to provide us with training in common core instruction and strategies, activities, and resources. This has been a valuable asset to our staff. However, learning is not enough, going back to the parents and explaining and connecting them with resources has been the biggest advantage to our students. In the end, we are learning in order to give our students the highest achievement possible.

Our administration believes that the time and money that is allocated for professional development is money well spent when it comes to our teachers being able to acquire enriched instructional methods. Our teachers are encouraged to attend local and state conferences and workshops.

## **7. School Leadership:**

“Striving for excellence with integrity and community values” is our school’s vision statement. Our entire community sets high expectations of achievement for our school. Our community holds everyone to a very high set of conduct standards. It is our philosophy that every student can learn and attain optimal levels of academic achievement and citizenship. The school board is very supportive in moving forward and setting goals for the school. The Superintendent works closely with the principal to create a positive atmosphere that promotes learning. The administration strives to make the best better every day, taking responsibility to maintain a safe and secure learning environment. Not always being the friend, but being the leader helps to ensure a low number of behavior problems. The principal allows teachers the freedom to modify their teaching styles to the needs of the students. We have a very supportive leadership team in our school. We have two types of leadership teams. The first is our administration which meets on a weekly basis. A function of this group is to oversee the curriculum and its implementation. Secondly, we have a PLC (Professional Learning Community) committee comprised of administration, school counselor, and teachers who meet once a month their main function is to take ideas to their respective group and establish school wide goals and develop strategies for obtaining them. Teachers are expected to teach the children the things they need to learn. The administration is highly visible and available, with an open door policy for everyone.

The Principal is the instructional leader at Central High Elementary. Her enthusiasm on a daily basis filters into every classroom as she finds many different ways to not only encourage, but to motivate all of her teachers and students. She maintains visibility throughout each and every day, and makes herself always available to her staff and students by maintaining an open door policy. She consistently is an active part of the faculty in that she is always searching for grants, updating technology, and providing her staff with all the resources necessary to make them successful. In addition, she believes in fostering relationships beyond the normal school day. She schedules different staff activities, all with the goal of continuously boosting teacher morale and teacher relationships. Her leadership method is also consistent with all of her students. She is fair and consistent with every student, thus earning the respect from her entire student body.

We utilize a data driven approach to plan short term and long term goals. We have an administration that thrives on collaboration. We developed a PLC (professional learning communities) team that meets once each month to discuss issues pertaining to the school. This committee reports to the building principal ideas and suggestions to improve all realms of our school. The staff members on this committee each have sub committees they meet with prior to our meetings each month. We feel this builds common goals towards student success as well as common values. We also have grade level weekly collaboration meetings conducted by the principal. The principal discusses everything from curriculum alignment, transition to common core, to our new teacher evaluation model, and day to day matters involving our school. Data is analyzed at these meetings so that we can all effectively plan our instruction. High expectations for instruction and achievement are clearly defined in these grade level meetings at Central High Elementary.

Central High Elementary has one common goal shared by everyone from the Superintendent to the parents. That goal is raising educational standards in order to maintain excellence, and to increase student achievement to very high levels. Our leadership is focused on collaboration. Administrators, teachers, students, and community members share ownership, and each is held accountable for all achievements. We are making constant improvements towards our goal through collaboration and high quality professional development that focuses on teaching and learning.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007 - 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	96	96	87	69	84
Advanced	46	52	32	26	16
Number of students tested	24	27	28	23	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	92	93	72	72	Masked
Advanced	25	50	27	27	Masked
Number of students tested	12	14	11	11	4
<b>2. African American Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	1	1	1	
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	3	1	1		
<b>4. Special Education Students</b>					
Proficient and Advanced		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		1	1		1
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. White/Caucasian</b>					
Proficient and Advanced	93	96	88	72	82
Advanced	53	57	35	24	19
Number of students tested	15	23	17	21	16
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008/2009 the Oklahoma Core Curriculum Tests cut scores were realigned and raised. Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

13OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007 - 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	96	96	87	78	95
Advanced	8	7	4	0	11
Number of students tested	24	27	23	23	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	100	93	80	73	Masked
Advanced	0	7	0	0	Masked
Number of students tested	12	14	10	11	3
<b>2. African American Students</b>					
Proficient and Advanced	Masked		Masked	Masked	
Advanced	Masked		Masked	Masked	
Number of students tested	1		1	1	
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	3	1	1		
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	2	1	1		1
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. White/Caucasian</b>					
Proficient and Advanced	93	96	82	81	94
Advanced	13	9	6	0	13
Number of students tested	15	23	17	21	16
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008/2009 the Oklahoma Core Curriculum Tests cut scores were realigned and raised. Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

13OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007 - 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	96	83	55	96
Advanced	68	38	12	25	16
Number of students tested	25	24	24	20	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	100	92	82	Masked	90
Advanced	57	23	0	Masked	20
Number of students tested	14	13	11	5	10
<b>2. African American Students</b>					
Proficient and Advanced		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		1	1		2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	1			2
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked			Masked	Masked
Advanced	Masked			Masked	Masked
Number of students tested	1			1	2
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. White/Caucasian</b>					
Proficient and Advanced	100	100	87	59	100
Advanced	76	25	0	24	14
Number of students tested	21	16	23	17	21
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008/2009 the Oklahoma Core Curriculum Tests cut scores were realigned and raised. Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

13OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007 - 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	88	83	80	70	100
Advanced	12	0	13	10	4
Number of students tested	25	24	24	20	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	78	77	73	Masked	100
Advanced	14	0	0	Masked	10
Number of students tested	14	13	11	4	10
<b>2. African American Students</b>					
Proficient and Advanced		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		1	1		2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	1			2
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked			Masked	Masked
Advanced	Masked			Masked	Masked
Number of students tested	1			1	1
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. White/Caucasian</b>					
Proficient and Advanced	91	75	83	77	100
Advanced	10	0	0	12	5
Number of students tested	21	16	23	17	21
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008/2009 the Oklahoma Core Curriculum Tests cut scores were realigned and raised. Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

13OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007 - 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	95	87	84	91
Advanced	60	58	30	57	39
Number of students tested	20	19	23	30	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	83
Advanced	Masked	Masked	Masked	Masked	25
Number of students tested	9	8	8	9	12
<b>2. African American Students</b>					
Proficient and Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	1		2	1
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked			Masked	Masked
Advanced	Masked			Masked	Masked
Number of students tested	1			2	2
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked				Masked
Advanced	Masked				Masked
Number of students tested	1				1
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. White/Caucasian</b>					
Proficient and Advanced	100	94	90	85	100
Advanced	54	61	32	58	43
Number of students tested	13	18	19	26	28
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008/2009 the Oklahoma Core Curriculum Tests cut scores were realigned and raised. Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

13OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007 - 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	94	87	67	100
Advanced	15	26	4	13	15
Number of students tested	20	19	23	30	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	100
Advanced	Masked	Masked	Masked	Masked	25
Number of students tested	9	8	8	9	12
<b>2. African American Students</b>					
Proficient and Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	1		2	1
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked			Masked	Masked
Advanced	Masked			Masked	Masked
Number of students tested	1			2	2
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked				Masked
Advanced	Masked				Masked
Number of students tested	1				1
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. White/Caucasian</b>					
Proficient and Advanced	100	95	89	80	100
Advanced	15	28	5	15	14
Number of students tested	13	16	19	26	28
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008/2009 the Oklahoma Core Curriculum Tests cut scores were realigned and raised. Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

13OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007 - 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	69	48	61	54	57
Advanced	32	15	36	24	19
Number of students tested	19	26	36	33	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	50	54	50	50
Advanced	Masked	20	27	20	0
Number of students tested	6	10	15	10	10
<b>2. African American Students</b>					
Proficient and Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		3	1	1
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			2	1	2
<b>4. Special Education Students</b>					
Proficient and Advanced				Masked	
Advanced				Masked	
Number of students tested				2	
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. white/caucasian</b>					
Proficient and Advanced	76	43	65	55	53
Advanced	35	14	39	23	24
Number of students tested	19	21	31	31	21
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008/2009 the Oklahoma Core Curriculum Tests cut scores were realigned and raised. Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

13OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007 - 2012 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	85	54	83	85	89
Advanced	11	0	8	15	12
Number of students tested	19	26	36	33	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	50	86	82	90
Advanced	Masked	0	13	9	10
Number of students tested	6	10	15	11	10
<b>2. African American Students</b>					
Proficient and Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		3	1	1
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced				Masked	Masked
Advanced				Masked	Masked
Number of students tested				1	2
<b>4. Special Education Students</b>					
Proficient and Advanced				Masked	
Advanced				Masked	
Number of students tested				2	
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. white/caucasian</b>					
Proficient and Advanced	86	60	84	87	86
Advanced	12	0	10	16	10
Number of students tested	17	20	31	31	21
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008/2009 the Oklahoma Core Curriculum Tests cut scores were realigned and raised. Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

13OK4