

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mr. Cory Dax Trent

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

Official School Name Flower Mound Elementary School

(As it should appear in the official records)

School Mailing Address 2805 SE Flower Mound Road

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

City Lawton                      State OK                      Zip Code+4 (9 digits total) 73501-9770

County Comanche County                      State School Code Number\* 16CO48

Telephone 580-353-4088                      Fax 580-353-5742

Web site/URL http://flowermound.k12.ok.us                      E-mail jacksond@flowermound.k12.ok.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

(Principal's Signature)

Name of Superintendent\*Mrs. Diana Jackson

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

E-mail:

djackson@flowermound.k12.ok.us

District Name Flower Mound School                      Tel. 580-353-4088

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 Mrs. Brenda Parker

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

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

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

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 15 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	26	34	60
<b>K</b>	25	26	51
<b>1</b>	24	25	49
<b>2</b>	23	29	52
<b>3</b>	25	13	38
<b>4</b>	24	19	43
<b>5</b>	19	19	38
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total Students</b>	166	165	331

5. Racial/ethnic composition of the school:
- 5 % American Indian or Alaska Native
  - 1 % Asian
  - 9 % Black or African American
  - 19 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 54 % White
  - 10 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1	319
(5) Total transferred students in row (3) divided by total students in row (4)	0.075
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 1 %  
2 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish-French Creole
8. Students eligible for free/reduced-priced meals: 45 %  
 Total number students who qualify: 128

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 38 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %  
35 Total number of students served

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>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>13</u> Developmentally Delayed              |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Flower Mound is an AdvancED accredited elementary school. Our mission is to provide a planned, unique educational experience for all students.

## **PART III – SUMMARY**

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“Success for All ... Whatever it Takes” is the vision at Flower Mound School. Flower Mound provides the educational needs of students in the district as well as the transfer students who make up more than 70% of the student population. Administration, staff, parents, and community members all work together to ensure the vision of the school. The school’s mission is to provide a planned unique educational experience for all students.

Flower Mound School is a rural school district located just outside of the city limits of Lawton, Oklahoma. Education has been a priority in the Flower Mound community for more than 100 years. Flower Mound School has been a part of the community from the beginning. Even today, the community uses the school building for various events. These events include the annual Flower Mound community Memorial Day remembrance ceremony, weddings and baby showers, and community fundraisers and activities. Many of the community members have attended Flower Mound School or have children, grandchildren, and great-grandchildren currently receiving an education at the school. These people with ties to the school want to keep the personal care and attention that students have always received in this small, intimate setting. Students are encouraged to work hard and to do their best always. Each nine weeks, an assembly is held in which two students from each class are awarded a certificate for citizenship and perfect attendance. At the end of the school year, there is another assembly at which awards are given not only for citizenship and perfect attendance but also for academic excellence.

Flower Mound has had a history of important milestones throughout the years. For example, in 1991 Flower Mound was the first elementary school in Oklahoma to be designated a North Central Accredited School. In 2002, Flower Mound partnered with A+ and serves as a demonstration school for Oklahoma and surrounding states. In 2006, the school became a member of the Advanced Education Organization. In 2007, Flower Mound became a member of MCEC (Military Child Education Coalition) that partners with Fort Sill Army base to mentor and provides services for military students. In 2010, Flower Mound participated in the filming of a nationwide video, “Recreating America,” which aired nationwide on PBS stations. The video explored the importance of creativity in education by highlighting four schools in Oklahoma and assessing how the state’s teachers are attempting to teach and promote creativity. In 2012-2013, Flower Mound earned the designation of a Reward School (high performance category) on its A-F school report card. For the 2013-2014 school year, Flower Mound school received an A+ (98%) on its state A-F report card, and was designated a Reward School (high progress category).

The philosophy of Flower Mound School reflects the belief that children are as different as fingerprints. The human mind is profound in its abilities, and everyone has potential beyond that usually expected in schools. Flower Mound continually re-evaluates its methods, procedures, and curriculum to make sure that it is doing everything it can to prepare its students for a successful future. Flower Mound educators are proud of the research that was conducted to find a program, Alpha Plus Educational Systems, Inc., that has assisted the school in monitoring achievement and recognizing students’ and teachers’ strengths and weaknesses. The program assists in pinpointing individual students’ areas of need and growth. Flower Mound is an AdvancEd accredited elementary school and an A+ Demonstration School. “The A+ Oklahoma Schools Program is the largest, longest-running, most successful arts-based whole-school reform effort in the nation.”

Flower Mound School is most concerned that its students are the “priority” of all goals and objectives. The school’s methods are concerned with how children learn, their continuous progress, skill mastery, and ability to meet the No Child Left Behind benchmarks. The staff and faculty feel that all children should be accepted at their individual levels and be provided with the opportunity to develop to their fullest potential.

The school’s philosophy maintains that students deserve and receive an academic education that incorporates group participation, integrates the arts into the curriculum, and recognizes the following multiple intelligences (MI): Visual-Spatial/Art Smart, Bodily Kinesthetic/Body Smart, Intra-Personal/Self Smart, Inter-Personal/People Smart, Naturalistic/Nature Smart, Mathematical-Logical/Math Smart, Verbal-Linguistic/Word Smart, and Musical Rhythmic/Music Smart. These factors will help the students to become

useful citizens in a democratic society, and to understand and accept the cultural differences of this and other societies.

Flower Mound educators believe that students should learn basic skills as well as higher-order thinking skills that are fundamental to success in continuing education and in life. Education is the responsibility of the whole community, and Flower Mound strives to build a partnership with as many outside resources as possible.

The dedication of a supportive community helps make Flower Mound successful. Part of that community is the Parent Teacher Organization. P.T.O. is very active in the school. Members work hand-in-hand with school administration and staff to help ensure that the needs of students and school are being addressed. The school encourages community members to be part of the daily school activities and encourage students to be part of the community. The school has a Watch Dog program that allows students to see and interact with positive role models. Students also have the privilege of visiting various off-campus organizations. Flower Mound School has a partnership with Ten Oaks retirement home in the community, and students visit the home twice a month to interact with the residents. Students are able to socialize, entertain, and, most importantly, make friends with the residents. The residents also attend the school's annual Veterans Day program.

In conclusion, Flower Mound School is working hard to ensure that parents are informed of not only of student performance but also of events and school activities. The school uses a school website, an automated school-wide messenger system, online programs (Classroom DOJO), and classroom and school newsletters to keep families informed. Members of the staff and faculty believe in order to have a successful, productive future, they need to work together with the community for the benefit of all students.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

“Success for All ... Whatever it Takes” is not just the school motto, but teachers, staff, and leadership hold this value true. School personnel believe that all children can learn, not necessarily on the same day, definitely in a variety of ways, and most effectively when the learning is facilitated by an effectively trained inspirational professional educator. Flower Mound is an Oklahoma A+ School, model school, because it integrates multiple intelligences into lessons and workstations. It is evident through the school’s teaching that it strives for the success of each child.

#### Reading/English Language Arts:

Each kindergarten through fifth-grade class devotes a 90-minute uninterrupted instructional block to the teaching of reading according to PASS. The reading instruction at Flower Mound School is centered around phonemic awareness, phonics, spelling, fluency, comprehension, writing, and vocabulary. Teachers believe that early foundational skills are pertinent to reading success in the future.

In kindergarten through fifth grade, teachers use Scott Foresman Reading Street. This program aligns to the PASS standards and allows students to learn in a variety of ways using the multiple intelligences. The Reading Street program also offers leveled readers for guided reading that are used often in small group instruction. Reading, in kindergarten through third grade, is taught in 90-minute blocks, and fourth and fifth grades have 60-minute blocks, first in whole group instruction, then moving to skill-centered workstations and small group instruction. Students in small group reading will practice skills recently introduced or concepts that need remediation. While the teacher is focused on the students in small group instruction, the remaining students rotate through skill-centered stations. The workstation activities are skill-centered, engaging, hands-on, partnered, differentiated, interactive, and integrate the multiple intelligences. Flower Mound educators strongly believe in differentiated instruction/activities to allow each student to be successful.

Prior to intervention, the teacher determines, based on formal and informal assessments, which students need more intensive small group instruction on a reading skill. Reading intervention begins at the kindergarten level so students learn the procedures for successful intervention. The teacher and reading interventionist provide the much-needed small group instruction while other students complete independent activities and review skills learned.

Beginning in kindergarten, students are introduced to the accelerated reader program. In the early grades, students are given the Early STAR reading assessment. In first through fifth grades, students are given the STAR reading test. These results help teacher’s group students according to areas of need. The results are also shared with parents so they are aware and can provide reinforcement at home. Through this accelerated reader program, students can read books on their level. These AR books have a colored dot on the spine so students can easily find books on their level. After students read the book at school/home, they take a computer-generated comprehension assessment over the book. Students receive points based on their score on the test. Teachers have access to the all reports to determine areas of need and instructional grouping. There is a reward system for students who earn points for making good scores on the tests.

The DIBELS (Dynamic Indicators of Basic Learning Skills) program is used for reading skills screening. The assessment is given at least three times during the school year to determine areas of need and/or strengths. Students who fall below the benchmark scores for this assessment are given intensive small group instruction every day. Their progress is monitored more often than that of students on or above benchmark.

Flower Mound School has purchased Alpha Plus Educational System to assist teachers in successful alignment. This program provides practice tests and curriculum resources aligned with the state standards. This enables educators to teach, assess what was taught, and remediate what the students did not master in a

very organized, sequential manner. Evidence shows while using this program, students have excelled and are better prepared for the state test.

Study Island is another program that third and fifth grades use. It allows students to practice grade-level skills online at school and home. This program provides teaching, practice, mini assessments, and instant feedback to the students and teachers.

#### Mathematics:

Each kindergarten through fifth-grade classroom provides an instructional block in math according to the PASS standards. Teachers use a variety of resources to plan engaging, hands-on lessons to meet every child's needs. Every classroom is equipped with a SmartBoard to use for lessons in any subject area. Teachers also have access to a multitude of manipulatives for students to use when learning about math concepts such as time, measurement, fractions, addition, subtraction, etc.

Flower Mound educators believe that mastering addition and subtraction facts in the early grades is the foundation for success in more advanced skills for example, multiplication and division. Rocket Math is a math program each classroom in first through fifth grades uses in practicing and assessing addition, subtraction, multiplication, and division. Flower Mound has also purchased a math program, Soft Seven, that classes in kindergarten through fifth grade use to practice math facts. Students are encouraged to strive continuously to improve their score in Soft Seven.

Many teachers use a math board to review skills previously taught. This allows students to continue to practice skills even after the class has moved on to another lesson and skill. This allows teachers to identify students still struggling with a concept and group students appropriately for small groups and intervention.

Teachers also have STAR math available to assess children for baseline data and use the results with instructional planning and grouping. Every group meets with the teacher in a small group setting to practice, remediate, or enrich skills.

#### Science and Social Studies/History:

For science, social studies, history, and art, teachers create their own lessons, use textbooks, trade books, and many projects to meet grade-level standards. The school purchases the Scholastic News for several grades. In addition to Smartboards in every classroom, Flower Mound teachers use classroom sets of laptop computers for students to practice skills, conduct research, and assess skills with the direction and supervision of the teacher.

#### Preschool:

Students who are enrolled in the pre-kindergarten program at Flower Mound begin learning fundamental building blocks in math and reading. The core curriculum builds a base in math and language arts, while emphasizing the all-important social skills needed for success in kindergarten. The pre-kindergarten program follows the PASS objectives for Oklahoma. Students are assessed three times a year using the Early Literacy Quick Assessment (ELQA) to chart their progress and modify to instruction. Skills assessed are precursors of kindergarten through third-grade PASS standards. Pre-kindergarten has been a part of Flower Mound for the past 18 years. As a result, students who attend pre-kindergarten consistently score higher on third-grade tests than students who enroll in the school after pre-kindergarten but in time to take the test.

## 2. Other Curriculum Areas:

Every day at Flower Mound Elementary, one can overhear inspirational words echoing through the halls. "Success For All," the teacher will say aloud. "Whatever it Takes," is the reply from the students. Both adults and students truly believe in this. As a fully functioning staff from the custodian to the superintendent,

these words guide everyday lessons and activities. Each student knows this phrase well and can describe what it means.

“Success for All ... Whatever it Takes” means that the school, as a team of educators and learners, uses whatever is in its learning arsenal to provide a successful education to those in its charge. Teachers do this through the use of Howard Gardner’s Theory of Multiple Intelligences, which students call “different smarts.” For example, one of the students’ favorite smarts to use is Body Smart (Bodily Kinesthetic). They act out different scenes from history, touch their toes to show small numbers, and reach for the sky for larger numbers, move from side to side to mimic changes, and pretend to be animals for the purpose of classifying them. These are a just a few examples of the numerous ways in which the Multiple Intelligences are used in the classroom.

Visitors may also hear songs echoing through the halls from each class. Whether it is a song found on the Internet or one created by a teacher or student, songs are important tools for imparting success to the Music Smart student. Picture Smart is a way of using Visual-Spatial Intelligence to graph, diagram, or draw the true meaning behind the lesson. The essence of the skill is captured and remembered.

Another way to use Smarts is through technology. Because of the demanding use of technology in society, Flower Mound has added classes to the upper elementary grades that definitely set it apart from the average school. In this age of technology, keyboarding skills are required for student success. Keyboarding is taught and practiced as a class twice per week, and has been found it to be very helpful in integrating Word Smart (Linguistic Intelligence) as a supplement to the reading and writing curriculum.

Each classroom is equipped with student-use desktop computers. There are also two sets of laptops in portable, thirty-station carts that students use on a daily basis. During the school day, one can see students testing themselves on Study Island, Soft Seven (typically used for math fact practice, but also has social studies and science components), STAR math and STAR reading, or using the computers to research a topic they find interesting. Teachers use programs such as DIBELS, STAR reading and Math benchmark testing, STAR early literacy, and several others that are designed to track individual assessment of students and as a guide to curriculum needed for each student’s success. Many of these programs and websites also help to integrate the different smarts into learning.

Flower Mound has been designated as a Healthy and Fit School by the State of Oklahoma. Faculty, staff, and students have all agreed to and apply the skills and knowledge of being fit to their daily lives and curriculum. The physical education program is designed around the idea. Kindergarten through fifth-grade students participate in the P.E. program three times a week. The cafeteria is dedicated to the program, and staff members incorporate it into daily routines and activities. Being a Healthy and Fit School means that certain foods or drinks such as carbonated sodas or sugar-laden snacks are not permitted. Students classify the foods they eat into categories such as “Slow,” “Go,” and “Whoa.” These classifications help students remember the way different foods provide them with the energy needed for learning and exercise. Exercise and body movement as a way to stay healthy are some of the ways Body Smart is used.

In the late 1990s and early 2000s, schools across America suffered a huge loss in the area of vocal and instrumental music. At Flower Mound, music is an essential component of learning. The school offers a variety of musical instrument classes to third- through fifth-grade students twice a week. Vocal music is incorporated in everyday learning. Musical productions that are appropriate for age and academic grade level are practiced and presented to give students the experience of performing arts and for the enjoyment of the audience.

Each person, whether parent, student, teacher, or paraprofessional at Flower Mound is equipped with the belief that every student can be successful. It is the staff members’ responsibility to the students to do whatever it takes, hence the phrase, “Success For All ... Whatever it Takes.”

### **3. Instructional Methods and Interventions:**

Because of its importance, reading is allowed an undisturbed 90-minute block of time, which incorporates phonics and phonemic awareness, writing, language, vocabulary, and spelling. These core curriculum areas are taught using teacher-led whole group activities, differentiated small group stations that often include independent computer time, and tactile learning stations along with independent seatwork. During independent practice, students on IEPs work with the teacher on identified needed skills. Depending on their learning style and skills needed, students are given activities to reteach guided computer work, tactile letter recognition, and word skills. Students who need extra mobility are allowed to move about the room and find a place where they are comfortable completing the assigned task. During the teacher-led whole group, Smartboards provide a technology boost. Also presented during this block of time are nonfiction books to reinforce content knowledge skills and specialized vocabulary.

Math curriculum is taught during a 60-minute block of time using teacher-led instruction. Many times, these lessons use bodily movements to reinforce the skills being taught. Students who have not grasped the skill then meet with the teacher for one-on-one re-teaching.

Problem-solving skills are used when teaching the content areas of science and social studies. For example, during Parent Night, parents and students were given a pumpkin and visited different stations where they had to use estimation, measuring, and prediction skills.

Intervention starts with weekly assessments of previously taught skills in reading and math. Students who score below 50% meet with the teacher in groups of three or four for more intense practice of the skill. Depending on the students' needs, individual students work an additional 15 to 30 minutes with the teacher.

Teaching, assessing, and re-teaching the interventions are used to ensure high levels of student achievement. Teachers have found by using this extra small group instruction time, students receiving interventions are scoring higher on benchmark tests.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Flower Mound School is well known in Southwest Oklahoma for its high standards, smaller ratio of teacher-to-student class sizes, and the above average, family-style commitment of its staff to do whatever it takes to ensure the success of each child. The school is diligent in its disaggregation of data to design and implement the best possible learning path for every student in its care. The evolution of the school's education plan is proactive to meet and exceed standards set forth in state and federal policies, and is evident in student testing performance over the last several years.

Teachers and staff at Flower Mound School begin analyzing student-testing data prior to students attending class each year. State test results, benchmark assessments, and teacher recommendations are all taken into account as teachers determine strengths, weaknesses, and educational paths for each child. Students who are not proficient on the Alpha Plus Formative Assessment for the skill taught are then provided additional 30- to 45-minute intervention instruction until a proficient level is obtained. Study Island is also used to reinforce the PASS skills for all subjects. Students in third through fifth grades will take a mid-year benchmark to show growth and areas that still need attention. Those students who scored in the bottom quartile of the previous year's state testing receive after-school tutoring to provide yet another tier of intervention for improving academic achievement. The end of year benchmark for Alpha Plus is given in March. This gives teachers updated data in order to make further adjustments in instruction prior to state testing in April. Teachers assess the Oklahoma PASS skills throughout the school year using teacher-created assessments, STAR Renaissance Testing, Alpha Plus Formative and Summative Assessments, and Study Island. The continuous growth in student achievement is proof that it is on the right track for success for all Flower Mound students. Flower Mound has consistently improved its report card grade each of the last several years, and this year's grade was a 98% (A+). While the educators celebrate their success, they continue diligently on their path to exceed state performance benchmarks.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Communication is vital at Flower Mound Elementary. The staff works hard throughout the year to communicate and collaborate with teachers, parents, and students. Being from a small rural community, teachers communicate in person-to-person conferences, by phone, email, text, or by Class Dojo daily with parents. The school also uses its website and an automated calling system to get information to parents, students and community members. Title I Parent Nights inform the parents of student performance data and strategies to help their children.

Using assessment data, teachers graph student progress, and provide additional intervention on skills before reassessing certain areas. The graphs are used by students and teachers to assure mastery on each skill. Assessment has shown that if students have an "ownership" in their education, they will work harder to attain goals they helped to set. All data is shared with parents, with opportunities for additional practice at home. Knowing where the students are academically, and where they need to be, is vital for everyone involved. Flower Mound strives to keep everyone informed, and to close the achievement gap for all students. The school's goal is to be at 80% or above in all areas. Teachers collaborate among grade levels to make sure the curriculum is vertically and horizontally aligned for a good foundation. This keeps all grade levels abreast of what expectations are being met, and what weaknesses need to be addressed.

Flower Mound strives to develop lifelong learners who know what it means to step up to the challenges life presents. The school wants and expects its students to be the leaders of tomorrow; and it begins at Flower Mound School in Lawton, Oklahoma.

## **Part VI School Support**

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### **1. School Climate/Culture**

The philosophy of Flower Mound School reflects the belief that children are as different as fingerprints. The human brain is profound in its abilities and everyone has potential. This is obvious from the minute one walks into the door. The friendly, yet professional, environment is evident. There is a buzz of activity.

Students move through the halls with purpose. Samples of student work line the halls, documenting a variety of learning experiences. Flower Mound School is most concerned that each child is the priority of all its goals and objectives. Its methods are concerned with how children learn, their continuous progress, and skill mastery at each grade level. Each child is accepted at his or her entry point, no matter the age or grade placement. Students are accepted at their individual level then provided the appropriate educational opportunities to help them reach their fullest potential. Students deserve an academic education that incorporates group participation, cooperative learning experiences, integration of the arts in the curriculum, and recognition of multiple intelligences. The school's methods help students to identify their personal learning styles, flourish into productive citizens in a democratic society, and understand and accept cultural differences. Opportunities for students to grow physically are provided with physical education classes, recess, and movement breaks in the regular class setting. A full-time counselor is available to nurture students emotionally, as needed. Additionally, there is a formal structure whereby students are well known by at least one adult advocate who supports the students' educational experience. Because self-expression is encouraged, students learn appropriate ways to recognize, accept, and express their feelings, which in turn expand their oral language and problem-solving skills.

Staff members are highly qualified for the responsibilities required of them. Instruction is data-driven and monitored frequently to ensure students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Grade-level teams, along with the counselor and special-education teacher, conduct response to intervention meetings weekly. Discipline problems, academic needs, suggestions to correct behavior issues, and intervention techniques/methods are discussed, implemented, and documented for the next meeting.

### **2. Engaging Families and Community**

Flower Mound School has a very simple and effective strategy, "Students, families, and community come first." Active communication between all stakeholders is vital in the small rural community. The school vision is "Success for All ... Whatever it Takes," and it endeavors to maintain an open line of communication between teachers, parents, and the community. The following are strategies Flower Mound uses to increase parent and community involvement:

A Parent Orientation night is held prior to the beginning of each school year to inform parents of school procedures and to provide information about their children's classroom. Every student receives a Friday folder on a weekly basis. Contents include student work, weekly newsletters, a reminder of opportunities and upcoming events, and correspondence from the P.T.O. Parent Night schedules are included in the information packet at enrollment. Parents will know in August the dates for each Parent Night throughout the year so they can plan to attend. Promotional fliers are sent in advance of each Parent Night, highlighting the topic for the night and types of activities that are planned. A school year calendar is distributed at enrollment. The calendar includes a minimum of two parent-teacher conference days for the school year. The fall conferences are held from 3:30 p.m.-7:30 p.m. to encourage attendance of working parents.

The community volunteer program is very active. Volunteers carry out a wide variety of activities. Activities include working in the kitchen, working in the classroom, stuffing goody bags, working Santa shop, working the book fair, decorating for programs, making costumes for programs, working the end-of-year Extreme Inflatable Day, and helping with the archery team.

A phone messenger system is used to call, email, or text parents about events, due dates, fundraisers, sports information, and inclement weather days. Messages can be school wide or classroom specific.

The P.T.O has several fundraisers throughout the school year to help raise money for projects. Members have helped purchase school supplies and pay for building maintenance, technology, and books for our library. The school website is very informative. It has upcoming events, school history, class information, breakfast and lunch menus, P.T.O information, student grade book, student handbook, and teacher email addresses.

A Watch Dog program involves dads, granddads or male role models of students. Watch Dog duties can vary from assisting students from the bus in the morning to supporting classroom activities and aiding in P.E. classes.

The school partners with Cameron University men's basketball team. They volunteer in classrooms and help students with reading skills, math skills, social skills and creativity.

The school also maintains an alliance with an Army unit at Fort Sill. The unit has volunteered in classrooms, carnivals, and other activities.

When parents were asked, "What do you like best about our school?" on the Parent Survey, they replied: "Communication from teachers, relationship between teachers and students (teachers get to know each student), teachers' care and the small school atmosphere."

### **3. Professional Development**

Flower Mound School believes professional development should be high-quality, ongoing, and job embedded. It strives to keep its staff involved in research-based professional development. The Leadership Team attends the State Superintendent's annual conference. This allows the school to plan professional development that is data-driven, collaborative, and focuses on student academic performance.

Flower Mound School leadership effectively provides professional development to all staff members in relation to classroom management techniques and methods for handling disciplinary problems effectively. Ongoing support is also provided. Certified staff members who attend training are required to share the information they acquired with those who were not able to attend. Training is accomplished at in-service prior to school starting and on a weekly basis during the school year. The school counselor and the special-education coordinator are available to advise teachers with specific questions concerning classroom discipline/management. In addition, the certified staff is trained to use the Response to Intervention (RTI) model, which is a three-tiered method of intervention. The first tier is the teacher; the second tier is the regular interventionist, the third tier is with the special-education specialist. This model is one way to identify weaknesses or gaps in student learning and behavior.

Further professional development trainings include Oklahoma A+ Schools, which uses arts-integrated instruction. Flower Mound School is proud to be one of approximately 80 schools in Oklahoma who use the A+ model. A+ schools integrate art and creativity into the curriculum and the daily life of school. It supports Howard Gardner's theory of multiple intelligences. Flower Mound School staffers agree that children learn in many ways. Teachers should be trained to present lessons in a wide variety of methods using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more. The school staff is dedicated to attending training twice a year to continue supporting the school's philosophy and to reach each student's learning style.

Staff members also attend Teacher and Leadership Effectiveness training for the state of Oklahoma. The TLE training provides an insight on ways to improve in classroom management, instructional effectiveness, professional growth and continuous improvement, interpersonal skills, and leadership.

Flower Mound School strives to provide ongoing professional development opportunities in regard to the

analysis of assessment data and student work. The Alpha Plus Learning System is used to help teachers improve students' learning by assessing the standards weekly. Teachers are aware of the standards students have mastered and of the standards with which students are struggling. Certified staff members receive extensive training in this system as an assessment and data-gathering tool. A team from Alpha Plus visits the school three times per year to assist it in the use of this system.

School leadership continues to provide professional development that is related to staff needs and/or new laws. The time allocated for professional development is vital to the growth of staff and students.

#### **4. School Leadership**

The Flower Mound School leadership is committed to a culture based on shared values and beliefs about teaching and learning. This vision supports equitable educational learning experiences for all students' achievement of learning, thinking, and life skills. This strong commitment to instructional practices includes active student engagement, a focus of depth of understanding, and the supplication of knowledge and skills.

The Flower Mound School board and superintendent provide the foundation for this culture with established policies and support practices that ensure effective administration. They hold one another accountable to high expectations for professional practice. The school board and administration implement a continuous improvement process that provides clear direction for improving conditions that support student learning, professional growth of the staff, and fiscal management. Members comply with all policies, procedures, laws, and regulations as a cohesive unit for the benefit of an effective system operation for all student learning. The Flower Mound School board and superintendent also ensure that qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and educational program. This governing body maintains the facility, services, and equipment to provide a safe and healthy environment for all students and staff.

The principal sets the tone of the building. This autonomy allows goals of achievement and instruction to be met, as well as manages the day-to-day operations effectively. The principal also fosters a culture consistent with the school's purpose and direction. The administration supports innovation with up-to-date technology, weekly scheduled collaboration times among vertical teams, and rigorous professional growth opportunities. The principal maintains a broad range of data used to drive instructional practices that identify measurable objectives, strategies, activities, resources, and timelines in an effort to achieve all improvement goals. Consistent communication provides opportunities to improve professional practices and helps to ensure student success. Supervision and evaluation processes are consistently and regularly implemented. Careful analysis of those evaluations is used to monitor and effectively adjust professional practices.

A Leadership Team is also in place that includes members from Early Childhood, Primary, Intermediate, and Specials staff. These team members share the responsibility to establish the goals for student achievement. This group works directly with the administration collaboratively to build a sense of community for the students, parents, and staff. The proactive and persistent efforts result in measurable, active participation; positive engagement, and ownership by all stakeholders. They also ensure instructional time and material resources are sufficient for a challenging learning environment that encourages equitable experiences of thinking and life skills necessary for success.



## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>OCCT</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB MCGRAW HILL</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	May
<b>SCHOOL SCORES*</b>					
Proficient and above	100	100	91	80	73
Advanced	38	47	48	31	23
Number of students tested	32	32	40	35	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	100	83	69	69
Advanced	20	20	33	31	31
Number of students tested	10	10	12	13	13
<b>2. Students receiving Special Education</b>					
Proficient and above	100	100	86	56	60
Advanced	13	29	43	25	20
Number of students tested	8	7	7	16	5
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	88	89	67
Advanced	0	40	38	33	0
Number of students tested	4	10	8	9	3
<b>5. African- American Students</b>					
Proficient and above	100	100	88	100	43
Advanced	50	0	63	0	29
Number of students tested	4	1	8	2	7
<b>6. Asian Students</b>					
Proficient and above	0	100	100	100	66
Advanced	0	0	100	100	33
Number of students tested	0	2	1	1	3

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	100	0	60
Advanced	67	100	0	0	20
Number of students tested	3	2	1	1	5
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	0	100	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
<b>9. White Students</b>					
Proficient and above	100	100	90	78	89
Advanced	39	45	45	28	24
Number of students tested	18	20	20	18	17
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	100	67	0
Advanced	33	40	50	67	0
Number of students tested	3	5	2	3	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>OCCT</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB MCGRAW HILL</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	86	88	81	42	50
Advanced	41	19	19	22	0
Number of students tested	29	36	36	36	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	75	75	70	42	67
Advanced	33	8	10	11	0
Number of students tested	12	12	10	19	9
<b>2. Students receiving Special Education</b>					
Proficient and above	86	100	45	0	0
Advanced	43	13	0	25	0
Number of students tested	7	8	11	8	1
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above	78	71	86	25	67
Advanced	22	0	43	50	0
Number of students tested	9	7	7	4	3
<b>5. African- American Students</b>					
Proficient and above	0	88	100	43	67
Advanced	0	38	0	14	0
Number of students tested	1	8	2	7	6
<b>6. Asian Students</b>					
Proficient and above	100	100	100	0	0
Advanced	100	0	100	0	0
Number of students tested	1	1	1	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	0	0	50	100
Advanced	100	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	1	2	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	100	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
<b>9. White Students</b>					
Proficient and above	92	94	81	44	33
Advanced	46	17	14	22	0
Number of students tested	13	18	21	18	15
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	67	25	0
Advanced	50	50	67	0	0
Number of students tested	4	2	3	4	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>OCCT</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB MCGRAW HILL</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	100	89	100	48	60
Advanced	52	48	44	8	36
Number of students tested	29	29	27	25	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	7	8	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	83	100	20	40
Advanced	50	50	43	20	40
Number of students tested	8	6	14	5	5
<b>2. Students receiving Special Education</b>					
Proficient and above	90	100	50	0	0
Advanced	50	33	33	25	50
Number of students tested	10	3	6	4	2
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	100	40	40
Advanced	0	80	25	20	20
Number of students tested	3	5	4	5	5
<b>5. African- American Students</b>					
Proficient and above	100	100	100	40	0
Advanced	67	67	75	0	0
Number of students tested	6	3	4	5	1
<b>6. Asian Students</b>					
Proficient and above	100	100	0	100	0
Advanced	100	100	0	0	50
Number of students tested	1	1	0	1	2
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	0	0	100	0	0
Advanced	0	0	0	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	3	1	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Proficient and above	100	87	100	54	22
Advanced	53	31	36	0	39
Number of students tested	17	16	11	13	18
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	100	0	0
Advanced	50	100	67	0	0
Number of students tested	2	1	3	0	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>OCCT</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	100	100	85	57	80
Advanced	9	19	2	3	0
Number of students tested	32	32	40	35	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	100	75	31	86
Advanced	0	0	0	8	0
Number of students tested	10	10	12	13	14
<b>2. Students receiving Special Education</b>					
Proficient and above	88	100	57	44	60
Advanced	13	29	0	0	0
Number of students tested	8	7	7	16	5
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	75	56	100
Advanced	0	13	0	0	0
Number of students tested	4	8	8	9	3
<b>5. African- American Students</b>					
Proficient and above	100	100	100	50	57
Advanced	0	0	0	0	0
Number of students tested	4	1	8	2	7
<b>6. Asian Students</b>					
Proficient and above	0	100	100	0	67
Advanced	0	0	0	100	0
Number of students tested	0	1	1	1	3
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	0	100	80
Advanced	33	50	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	3	2	1	1	5
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
<b>9. White Students</b>					
Proficient and above	100	100	85	61	82
Advanced	11	19	5	0	0
Number of students tested	18	16	20	18	17
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	100	67	0
Advanced	0	25	0	0	0
Number of students tested	3	4	2	3	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**



**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>OCCT</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB MCGRAW HILL</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	86	83	67	57	30
Advanced	3	8	0	0	0
Number of students tested	29	36	36	28	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	75	67	60	10	13
Advanced	0	0	0	0	0
Number of students tested	12	12	10	14	8
<b>2. Students receiving Special Education</b>					
Proficient and above	86	13	36	25	0
Advanced	29	13	0	0	0
Number of students tested	7	8	11	8	1
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above	78	71	71	100	33
Advanced	0	0	0	0	0
Number of students tested	9	7	7	3	3
<b>5. African- American Students</b>					
Proficient and above	100	100	100	83	60
Advanced	0	0	0	0	0
Number of students tested	1	8	2	6	5
<b>6. Asian Students</b>					
Proficient and above	100	100	100	0	0
Advanced	0	100	0	0	0
Number of students tested	1	1	1	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	0	100	50	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	1	2	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	100	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
<b>9. White Students</b>					
Proficient and above	85	78	57	46	20
Advanced	8	6	0	0	0
Number of students tested	13	18	21	13	15
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	67	25	0
Advanced	0	50	0	0	0
Number of students tested	4	2	3	4	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>OCCT</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB MCGRAW HILL</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	90	89	79	40	72
Advanced	28	15	11	0	0
Number of students tested	29	27	28	25	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	7	7	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	84	64	40	80
Advanced	13	17	0	0	0
Number of students tested	8	6	14	5	5
<b>2. Students receiving Special Education</b>					
Proficient and above	50	100	57	75	100
Advanced	0	0	29	0	0
Number of students tested	10	3	7	4	2
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	80	60	57	80
Advanced	33	20	0	0	0
Number of students tested	3	5	5	7	5
<b>5. African- American Students</b>					
Proficient and above	84	100	75	60	100
Advanced	17	0	25	0	0
Number of students tested	6	3	4	5	1
<b>6. Asian Students</b>					
Proficient and above	100	100	0	0	50
Advanced	0	0	0	0	0
Number of students tested	1	1	0	1	2
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	0	100	67	0	100
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	3	1	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Proficient and above	88	88	91	40	72
Advanced	29	13	0	0	0
Number of students tested	17	16	11	15	18
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	67	0	0
Advanced	50	100	0	0	0
Number of students tested	2	1	3	0	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**