

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Lindy Risenhoover

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

Official School Name Southeast Elementary School

(As it should appear in the official records)

School Mailing Address 10222 S Yale

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

City Tulsa State OK Zip Code+4 (9 digits total) 74137-3906

County Tulsa State School Code Number\* 72 I005 120

Telephone 91829944115800 Fax 918-298-6625

Web site/URL http://www.jenkspss.org E-mail lindy.risenhoover@jenkspss.org

Facebook Page

https://www.facebook.com/pages/Jenks-

Twitter Handle

Public-

https://twitter.com/JPS Trojans

Schools/109432742417906?ref=ts

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\*Ms. Stacey Butterfield E-mail: stacey.butterfield@jenkspss.org

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

District Name Jenks Public Schools Tel. 918-299-4411

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. Chuck Forbes

(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, 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 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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):
- 5 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 7 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. 2 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
PreK	47	42	89
K	75	73	148
1	70	72	142
2	84	77	161
3	82	70	152
4	80	82	162
5	0	0	0
6	0	0	0
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 Students</b>	438	416	854

5. Racial/ethnic composition of the school: 5 % American Indian or Alaska Native  
7 % Asian  
2 % Black or African American  
6 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
76 % White  
3 % 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 2012 - 2013 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, 2012 until the end of the school year	37
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	64
(4) Total number of students in the school as of October 1	806
(5) Total transferred students in row (3) divided by total students in row (4)	0.079
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 5 %  
40 Total number ELL  
 Number of non-English languages represented: 14  
 Specify non-English languages: Arabic, Chinese, Polish, Turkish, Urdu, Vietnamese, Swedish, Tamil, Malayalam, Portugese, Panjabi, Tulu, Hindi, Spanish
8. Students eligible for free/reduced-priced meals: 4 %  
 Total number students who qualify: 39

If this method is not 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.

9. Students receiving special education services: 24 %  
205 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>3</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>7</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>25</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment        |
| <u>5</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>147</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	2
Classroom teachers	35
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	24

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 24:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	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 2013

<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 X

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

## **PART III – SUMMARY**

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For more than 100 years Jenks Public Schools (JPS) has provided students with a quality education in an environment known nationwide for high academic standards and innovation. Located just south of Tulsa, JPS encompasses 39 square miles and serves more than 11,000 students at its nine school sites. It is the eleventh largest public school district in the state of Oklahoma.

Ranking in the top 1% of all Oklahoma schools, Jenks' dedication to excellence has led to academic success, as well as both local and national recognition. The district's motto, A Tradition of Excellence with a Vision for Tomorrow, serves as a guide for all Jenks educators as they prepare today's students for tomorrow's success.

On November 22, 2005, Vice President Richard Cheney, Commerce Secretary Carlos Gutierrez and JPS Superintendent Dr. Kirby Lehman announced Jenks Public Schools as a recipient of the 2005 Malcolm Baldrige National Quality Award, the nation's highest Presidential honor for quality and organizational performance excellence. Today JPS, along with Southeast Elementary, remains true to standards recognized by the Baldrige Award: academic achievement, stakeholder focus, and community engagement.

As one of three elementary schools within the district, Southeast aligns its vision statement to reflect the core beliefs of JPS when it states: The Jenks Southeast community is dedicated to the goal of preparing students for the future by developing a safe and secure learning environment which promotes positive self-esteem, respect for others, and recognition of the individual educational needs necessary to enable students to reach their fullest potential. Our motto, Together We Can, accurately expresses the spirit of the entire school.

Southeast has traditionally been an academically high-performing school. Students in all subgroups outperform their Oklahoma peers. While 10% of students qualify for gifted services, 24% of our students receive special education services. Another 5% of students are English Language Learners. Parental support is consistently strong and is a vital part of the school's success. PTA is active in supporting Southeast through its financial contributions, volunteer hours, and activities which support teaching and learning.

Beginning in Kindergarten, students have the opportunity to participate in the Chinese Immersion Program. With the help of a Federal FLAP (Foreign Language Assistance Program) grant, the immersion program began in the fall of 2010 with one section each of Kindergarten and 1st grade. Presently 150 students, representing 20% of the Southeast population, participate in the program.

Through efforts to encourage local and global awareness, Southeast Elementary has brought many awards to Jenks Public Schools. These include: Oklahoma Healthy and Fit Schools Award (4 years); perfect API scores for four consecutive years; and selection as a Naturalization Ceremony site in which 30 people representing 21 countries completed U.S. citizenship. Organizing and implementing service projects at every grade level, including food drives, lollipop sales to send children with cancer to summer camp, and the collection of books and art supplies for local children's hospitals have enabled students to contribute to their community. Southeast students have also combined efforts with The University of Tulsa to send school supplies to Ghana.

Southeast teachers have received recognition for outstanding work and have shared their knowledge with others both nationally and within the State. Multiple Southeast teachers have been named Jenks District Teacher of the Year, with some named as finalists for Oklahoma Teacher of the Year. Many staff members have been recognized with the district's highest honor, the Vision of Excellence Award. Numerous grants have been written and received from the Jenks Foundation, from local businesses, and from Fund for Teachers.

The leadership demonstrated by the Chinese immersion team has served as a superb example in the academic community. The team gained a unique perspective which they willingly share to increase the use of current best practices for everyone by attending conferences and institutes, such as the University of Minnesota's CARLA, and visiting other programs throughout the US. Southeast has welcomed students and teachers from China, The University of Tulsa, and other state schools. As home to the only Chinese Immersion Program in the region, Southeast was recently chosen as the subject of a documentary on immersion programs sponsored by Western Kentucky University along with the Oklahoma University Confucius Institute. Additionally, several teachers have presented at the National Quality Education Conference on best practices in immersion education.

Together We Can is a true reflection of the Southeast Elementary spirit. Each day provides staff and students the opportunity to exemplify high standards, and be mindful that all stakeholders contribute to the school's success. With an emphasis on reflective use of assessments, data, best practices, rigorous curriculum and strong professional development, Southeast is proud of its positive impact in the community. Reflecting on past achievements and looking forward to future goals for success, Southeast Elementary is truly a worthy candidate for National Blue Ribbon status.

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

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

Southeast Elementary School uses a variety of assessments to measure student achievement and drive instruction. Formal and informal assessments are used extensively to plan and adapt instruction for students on an ongoing basis.

In early grades (K-3), teachers administer BEAR and STAR Early Literacy reading assessments to all students three times each year. Math benchmark assessments are administered four times each year. Annual Science and Writing assessments are administered annually. Running records are recorded and anecdotal notes are taken for each student. Southeast Elementary teachers work diligently to collect a body of evidence of student proficiencies.

Most students score proficient and those who do not score in the satisfactory range receive instruction tailored to their level. Small group instruction is defined by student needs and reteaching in a variety of ways builds success. In addition to being informed, parents are equipped with materials and taught strategies to support students at home.

With this diligence and prescriptive instruction, Southeast has enjoyed strong test scores on third and fourth grade Oklahoma Core Curriculum Test (OCCT). These criterion-referenced tests are administered to all students during a testing window in the spring and mandated by the state of Oklahoma for all public schools. Objectives are considered the minimum requirement for students. Student performance is scored Advanced, Proficient, Limited Knowledge, or Unsatisfactory.

The range for the third grade reading scores is as follows: Advanced 891-990 Proficient 700-890, Limited Knowledge 649-699, and Unsatisfactory 400-648. The range for the math scores varies slightly: Advanced 798-990, Proficient 700-797, Limited Knowledge 633-699, and Unsatisfactory 400-632. The fourth grade reading score range is as follows: Advanced 845-990, Proficient 700-844, Limited Knowledge 658-699, and Unsatisfactory 400-657. Like the third grade math range, the range for the fourth grade math varies slightly as well: Advanced 805-990, Proficient 700-804, Limited Knowledge 639-699, and Unsatisfactory 400-638. Typically, the ranges change from year to year due to the cut scores being determined by the Oklahoma State Department of Education.

Last year, 79% of Southeast Elementary third graders were proficient in reading and 19% were advanced. Thirty-eight percent (38%) of third graders were proficient in mathematics and 61% were advanced. Seventy-three percent (73% ) of Southeast Elementary fourth graders were proficient in reading and 26% were advanced. Thirty-eight percent (38 %) of fourth graders were proficient in mathematics and 62% were advanced.

Fourth grade scores have been stronger than third grade scores each year, yet careful study of the results indicated a lack of familiarity and stamina during testing sessions. Teachers have made strides in these areas by teaching the testing format, testing strategies, and building stamina through practice with longer passages and lengthier sessions.

With high proficiency scores, Southeast staff members have placed emphasis on increasing the number of students scoring advanced.

Over the past five years, we have increased the percentage of students scoring advanced in both reading and math. In third grade, we have moved from 4% to 10%. In fourth grade, we now have 20% scoring advanced compared to 10% previously. Conferencing with students, communicating with parents, offering web-based reading subscriptions for families, and expanding differentiation in instruction contributed to achieve these results.

Previously, the Oklahoma State Department of Education used the Academic Performance Index, or API, to grade schools. Southeast scored consistently high marks including many perfect scores. The past two years schools were measured with a different system known as A-F Report Card Grades. Southeast was rated an "A" school in 2011-2012 and an "A+" in 2012-2013. These marks are a result of our historically strong scores and continuous growth.

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

Southeast Elementary is a Professional Learning Community in every endeavor. Our grade level teams look at the assessment data on a regular basis. In conjunction with our Special Education Department and our Gifted /Talented Coordinator, we are continually collecting information to assist in our overall school performance. Collaboration among all staff members is a vital part of this effort.

The teachers and administrators meet on a regular basis to determine the trends in the classroom to ensure this data is driving the instruction. Ongoing assessments allow the staff to continually monitor for academic success within each classroom.

The teachers are utilizing data from a variety of assessments depending on the grade level. In Pre-kindergarten and Kindergarten a data book and a phonics assessment are the driving forces of their instruction. The data collected for students is monitored on a quarterly basis and is supported by the district's curriculum continua. Information collected with both tools will travel with the students to the next grade so the teachers can build on individual student achievement. Grades 1 - 4 are uniform in their assessments with the implementation of the STAR Early Literacy test, STAR, running records, subject specific benchmark exams, pre/post testing, and 3rd and 4th grade OCCT scores.

Southeast has a Site Intervention Team led by our site psychologist. The team members include a speech pathologist, school counselor, resource teachers, classroom teacher, other faculty members and administration. The goal of this team is to provide appropriate interventions and accommodations for students' success in the classroom. The team monitors the success rate of those interventions and accommodations before determining if testing is needed to identify a possible learning disability.

Communication is key to the success of effectively sharing assessment results with our stakeholders. Progress Reports, Report Cards, emails, Parent Information Meetings, phone calls and Parent-Teacher Conferences allow the classroom teacher to have two-way communication, address concerns as needed, and celebrate academic success.

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

The implementation of the Chinese Partial Immersion Program in 2010 opened the doors to many new opportunities for our staff, students, and district. Staff members traveled to China, Utah, Oregon, California, Minnesota, Maryland, and Washington D.C. in preparation for the program. The goal was to observe best practices in immersion programs in order to compliment what was already in place for Southeast Elementary. Many staff members have had the opportunity to present information about the program to audiences at The University of Oklahoma's Confucius Institute, National Quality Education Conference, Jenks School Board, and numerous Parent Information Meetings.

Receiving the Malcolm Baldrige Award in 2005 also set the district on a path of opportunity to sharing the many great things about our district. Two Southeast staff members were asked to present at the National Quality Education Conference regarding best practices in reading/writing instruction with community involvement. The audience consisted of more than 100 educators looking to implement similar strategies in their own districts.

Southeast staff members are encouraged to attend a variety of professional development opportunities. The participants are expected to share the information gleaned at these events in order to expand the knowledge base of everyone at Southeast. The audience might include 6-8 grade level members or an auditorium of educators. The "train the trainer" model or learning walks provide other examples of sharing lessons learned.

New Teacher Meetings are another arena for sharing lessons learned. New teachers are faced with embracing new curriculum, new culture and climate, and new technology all while communicating to supportive stakeholders and eager learners. Our Curriculum Resource Instructor provides and conducts monthly New Teacher meetings which support and foster our new teachers' growth and development by bolstering their confidence, shoring up classroom strategies, and facilitating their assimilation to Southeast. These monthly coaching meetings also key in on specific characteristics to our site. These specifics include: how to update websites, emergency procedures, parent-teacher conferences, rubrics, report cards, copy shop orders, holiday parties, exit slips for continual growth, and online surveys to provide adequate continued support through feedback.

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

The moment patrons walk through our front doors it is evident the community plays an essential role in our culture.

The PTA and the Jenks Public Schools Foundation provide opportunities for parents and community partners to stay connected. Parents have opportunities to participate in school events such as the Run for Fun Fundraiser, PTA Trivia Night, Jenks Foundation Auction, Hometown Huddle, Science Enrichment, School Supply Sales, Yearbook, Book Fair, Picnic on the Playground, Newcomer Coffee and Popsicles on the Playground for our new families, and teacher appreciation events throughout the year.

Administration and staff members provide ongoing opportunities for connections through New Student Orientation, Meet the Teacher Day, Back to School Night, Parent Information Meetings, Math and Literacy Nights, Veteran's Day Assembly, Dynamic Dads, grade level musicals, and individual classroom events. Teachers stay connected with families through conferences, phone calls, emails, newsletters, and a class website.

Our students also have opportunities get involved in community outreach projects. Pre-K participated in the H.U.G.S. program providing new hats, underwear, gloves and socks for Tulsa's Family and Children's Services. Kindergarten and first grade collected items for the St. Francis Children's Hospital. Second grade organized a canned food drive to help stock the Jenks Community Food Bank, and delivered handmade holiday cards while caroling to the assisted living facility across the street from our school. In conjunction with The University of Tulsa, fourth graders collected school supplies for Ghana. Fourth grade students also organized "Lollipops for Life" raising money to benefit Camp OK Corral to send children with cancer to summer camp, collected over 500 books for MacArthur Elementary School, and maintaining the recycling program at Southeast. Kindergarten through fourth grade classes adopted 15 Jenks families in need for the holiday season, donating food, clothing, blankets, and gifts.

Businesses provide Junior Achievement volunteers to teach basic business concepts to third and fourth grade. Operation Aware volunteers also educate fourth graders in drug and alcohol awareness and good decision making. Our Chinese Immersion program works with The University of Tulsa and The University of Oklahoma Confucius Institute and has established a collaborative network nationwide.

The Jenks Southeast faculty, PTA, families, and students truly embrace the school motto Together We Can, and the culture of community has a significant presence.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Academic rigor begins at a young age in Jenks Public Schools with a strong, consistent, coherent curriculum. Jenks Southeast Elementary School adheres to the Jenks Public Schools curriculum and curricula continua based on the Oklahoma Common Core Standards. The Jenks Public Schools curricula continuum establishes the framework for learning. The adopted programs are the primary tools for delivering the core curriculum in language arts, reading, mathematics, science, social studies, and special areas of art, music, and physical education. Integrated teaching and learning provide children with choice, continuity, order, challenge, and genuine responsibility they need to both enjoy school and stay engaged with work. The gifted and talented program, Chinese Immersion program, Special Education program, and the meld of the Action Based Learning Labs provide our students with excellence in standards and commitment to instruction.

The main focus of our language arts and reading program is to provide students daily with 120 minutes of uninterrupted block of time to facilitate lessons in phonological awareness, phonics, comprehension, accuracy, fluency, and vocabulary. The aim is to develop strategic, lifelong readers who successfully read for a variety of purposes and who think critically and communicate effectively through written, oral and/or visual expression. Our teachers use instruction to provide students with fiction and nonfiction texts or articles to enhance learning in reading and writing.

The Jenks Public Schools mathematical approach is to develop global thinkers who are mathematically-fluent problem solvers with a foundation based on concepts and skills. Teachers provide students with 90 minutes of large and small group instruction, as well as open response problem solving where students manipulate the mathematical problem drawing upon their own solutions to arrive at the objective.

The science curriculum equips our students with developing an understanding of the Earth system and its interconnectedness to the universe, an understanding of living systems and their environments through competence in scientific inquiry, and an understanding of matter and energy through physical science. The hands-on approach to learning allows for our students to understand the scientific process and investigations. Through PTA funding, our Science Enrichment program gives students additional hands-on scientific learning. This additional enrichment aligns with the science curriculum and provides our parental stakeholders an opportunity to be a part of the education process through volunteer efforts. This community tie facilitates a home-to-school connection.

The Southeast Chinese Immersion Program is the first elementary school in Oklahoma to provide students with a 50-50 model. Students spend 50% of their day in the Chinese classroom receiving all mathematics and science instruction in Mandarin Chinese, and 50% of their day in the English classroom receiving all reading and language arts instruction in English.

Technology integration is of utmost importance and priority for Jenks Schools and at Southeast Elementary. Our goal is to empower learners to develop and enhance skills, knowledge, and high-level competencies to be competitive in a global community and ever-changing world.

The Social Studies curriculum develops responsible, action-oriented citizens with a personal, global, and historical understanding of cultural diversity and community. Teachers use the social studies curriculum across all subject areas. One example would be our fourth grade student's participation in the historical People of Purpose. They actively present the encompassed research and life of a historical person to community stakeholders.

Our visual arts curriculum provides first through fourth grade students with an understanding and self-expression in the creation of art and the ability to analyze and appreciate works of art and multi-cultural context. Our music curriculum instills development in theoretical and applied music, along with the ability to respond to music and understand music with its relationships to other disciplines. Our physical education

curriculum cultivates the fundamental movement patterns and developmentally appropriate motor skills as well as health-related fitness components. Various activities related to visual arts, music, and physical education is offered through Jenks Community Education in addition to the curriculum. The Young Rembrandts program gives students an opportunity to engage in visual arts through hands-on experiences. Archery offers physical education and interest based learning. Additional vocal music workshops give students the ability to express their love for singing. These extra-curricular activities, as well as additional programs such as Mad Science and Young Engineers provide engaging and interest-based learning opportunities for students.

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

At Jenks Southeast Elementary, we strive to implement reading foundational skills and literature that is aligned with the Oklahoma Common Core standards. Our goal is to provide a challenging and relevant reading and language arts curriculum that inspires a love of learning and continued success.

Beginning in our Pre-Kindergarten program, students are immersed in language and literary experiences. As the student continues throughout the grade levels, our reading curriculum continues to build upon each grade; through a vertical alignment.

Teachers provide daily reading instruction based on Common Core standards. They utilize research-based curriculum through Fountas and Pinnell Phonetic curriculum and phonics lessons. The Comprehension Toolkit captures the language of thinking through six reading strategies; Monitor Comprehension, Active and Connect, Ask Questions, Infer Meaning, Determine Importance, and Summarize and Synthesize. This research-based instruction develops active readers who construct meaning from text. It promotes modeled reading, guided reading in small groups, paired reading, independent reading, and a literacy-rich environment.

Students have a variety of opportunities and strategies to become effective spellers through differentiated word study based on a formal assessment inventory. Teachers use word walls, word patterns, instant words, and guided reading with small groups to collect evidence and analysis of student assessment and proficiency.

Jenks Southeast provides many opportunities to meet the needs of our students who are performing above grade level, as well as those who are below grade level. Classroom teachers differentiate instruction to meet the needs of all learners. The teacher resources, provided by the gifted coordinator, allow for team teaching in the classroom or small group work on special projects. Reading Enrichment, a grant funded through Jenks Community Education, allows for reading tutors to pull a small group and work on specific phonological awareness or phonics instruction to help shore up gap areas. This intensive instruction provides an academic rigor that targets specific reading skills and development.

Parent communication in literacy is vital to the home-to-school connection. Each year Jenks Southeast offers stakeholders a Literacy Night with hands on activities. A framework of the Common Core reading curriculum is presented to parents. A team of teachers and administrators collaborate to provide parents and students with reading activities that can be adapted to meet students' reading needs at any level. Parents and students are given opportunities to make and take reading activities based on their grade level.

## **3. Mathematics:**

Jenks Public Schools develops global thinkers who are mathematically-fluent problem solvers. The Jenks Math Curriculum provides students with real-life problem solving through a balanced instruction with learning experiences in which students apply computation and reasoning skills.

Mathematics at Southeast Elementary is taught through the use of Everyday Mathematics. This research-based and field-tested curriculum focuses on developing children's understandings and skills in ways that produces life-long mathematical power. It is organized around grade-level goals and specific content

strands. Those include: Number and Numeration, Operations and Computation, Data and Chance Measurement and Reference Frames, Geometry, Patterns, Functions, and Algebra.

In the classroom, we provide balanced opportunities through whole group instruction, small group instruction, and use of hands-on manipulatives, independent work, enrichment or re-teaching as needed. The curriculum is technology friendly and provides an on-line experience for the students at home as a home-to-school connection. The math curriculum aligns with Common Core Standards and allows support with the open-ended response questions that are organized around content standards. Throughout the math curriculum, students are encouraged to explain and discuss their mathematical thinking and reasoning.

Everyday Math provides math enrichment activities for almost every daily lesson. These lessons are given to students who show mastery of concepts and those who have a need for differentiated assignments. Along with the math enrichment, the district has established math benchmarks that align with the content standards taught. Teachers pull the data from the math benchmark assessment to provide specific small group instruction. Special education teachers, gifted teachers, and regular education teachers use the data and Everyday Mathematics differentiated lessons to reach students' needs and skills.

The Southeast Elementary Chinese Partial Immersion program is a 50-50 model. Students spend 50% of their day in a Chinese classroom learning math and science in Mandarin Chinese. Our Chinese teachers diligently translate the Everyday Mathematics curriculum into Chinese so students experience the same comprehensive math curriculum.

The success of the Everyday Mathematics program is validated by our mandated state testing results. 99% of our 150 third graders scored Proficient or Advanced on the 2013 OCCT (Oklahoma Core Curriculum Test). 100% of our 150 fourth graders scored Proficient or Advanced on the 2013 OCCT. We host a Math Night each year to celebrate our success in math and to highlight the benefits of this program for our Southeast students and parents.

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

With sound curriculum and solid strategies, students gain knowledge needed to reach their potential. Southeast Elementary staff members go the extra mile and teach to the "heart" of students. Students are not simply a vessel to fill, but human beings to develop. Learning is authentic. Learning is active. Learning is meaningful. Interdisciplinary studies are part of each day. This is evident through self-selected inquiry projects, cooperative learning groups, and instruction that encompass the development of the whole child.

Southeast Elementary supports our district goal of "promoting health and wellness for students, staff, and community members". The school nurse shares various units with each grade level including hygiene, smoking prevention, and growth/development studies. Our physical education teacher serves as a catalyst in research and implementation of a comprehensive "Healthy and Fit School." The school counselor focuses on the emotional and social health and visits each classroom monthly to present the Character Education curriculum, as well as the Bullying Prevention program. Students have the opportunity to join small groups that address the following topics: self-esteem, anxiety, behavior management, family matters, and friendship. The goal of these programs is to provide early intervention and preventative strategies in a non-judgmental and safe environment.

These are examples of why Southeast has been awarded the Gold Award of Excellence by the Governor's Council on Physical Fitness and Sports and named a Certified Healthy School by the Oklahoma State Department of Health. As a Certified Healthy School, we are eligible to apply for grant monies from the Tobacco Settlement Endowment Trust. These grants have made it possible to create two Action Based Learning Labs which support the research showing a direct correlation between exercise and academic success.

In support of our efforts, PTA raised funds to lay a walking trail around the perimeter of the playground. A daily walking club is now in place and volunteers coordinate student goals and successes throughout the

year. Staff members organize and lead various families in local runs. PTA conducts an annual Run for Fun event promoting wellness and raising funds for healthy and fit endeavors at Southeast.

Our district mission includes a commitment to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world. With this focus on overall wellness, we are truly developing human beings for the future.

## **5. Instructional Methods:**

The shift of instructional methods over the years is truly beneficial for our students. Implementing methods that are visual, auditory, tactile, or kinesthetic help to achieve this goal. Meeting the needs of every student where they are is the driving force for all staff members at Southeast. The curriculum used at Southeast supports the variety of instructional methods that ultimately lead to academic success. Whole group instruction serves as a great tool to introduce material and set goals. Small group instruction allows for differentiation and flexible grouping. Independent work provides another avenue for teachers to determine understanding of content.

Southeast Elementary has a large diverse group of students in our special education population. This group of students totals 24% of our student population. The needs range from mild, requiring modifications for classroom work by a resource teacher, moderate needs requiring the student to work in a lab setting, or more significant needs requiring a lab setting, paraprofessional support, and possibly assisted technology.

The gifted/talented population is 10% of our total student population. Inquiry based projects are the basis of their instruction with additional support for the classroom teacher in regards to enrichment in math, reading and writing for these identified students. The gifted coordinator provides support in the classroom through differentiation and a collaborative team teaching approach.

The implementation of two Action Based Learning Labs provides an additional strategy for an enriched instructional method. Brain research supports the link of movement and physical activity to increased academic performance. There are three basic human motor movements: rolling, crawling/walking, and jumping. These directly correspond with the way that information travels in the brain. The brain uses its motor patterns as the framework for other learning. Southeast has trained a core group of teachers to facilitate these labs while training their peers. The students take ownership of their time in the lab and understand the importance of strengthening their body and mind.

No two classrooms look the same at Southeast. The curriculum is the same, the expectations are the same, the support is the same, but a teacher's unique style enriches the instructional methods used at Southeast. The diligence, effort, energy, and passion the teachers pour into their classroom instruction make us Blue Ribbon worthy.

## **6. Professional Development:**

The aim of the Jenks Public Schools professional development program is to foster learning for all students by cultivating teacher and staff professional growth and continuous improvement. It is clearly stated in the district's three-year goals that we will, "provide professional development opportunities which support and encourage effective teaching and learning." This philosophy is the foundation for the professional development work happening every day at Southeast Elementary.

Professional development provides a strong instructional foundation for our staff by establishing common language and educational best practices. The goal for the district is to align the professional development in order to provide a quality education to every student in the district regardless of the school. Teacher input, curriculum decisions, and best practice research drive the professional development offered at the district level. The district provides differentiated learning opportunities for staff through experiences with in-district experts and on-going relationships with consultants who assist to grow our instructional practices. Additionally, the district designates a portion of each Professional Day for district opportunities allowing

our staff to collaborate with their peers from the various sites.

On a site level, we survey our staff to determine the types of professional development we will present. We offer a wide range of Professional Learning Communities focusing on book studies, best practices, classroom management, new teaching strategies, and curriculum planning. Site administration, grade chairs, and our professional development representative approve and promote the opportunities to the district level for final approval.

All Southeast staff members are encouraged to be professionally curious and grow practice through continuing education, professional development experiences, peer observations, learning walks, workshops, and book studies. Not only are they encouraged to participate, but to share their knowledge and expertise as well. The teachers should reflect a life-long learning model to their students. As a district and a site, we are continuously looking for ways to refine our professional development to best serve teachers and students.

## **7. School Leadership**

The leadership at Southeast Elementary is a shared leadership approach. The principal along with the assistant principal, school counselor, and the curriculum resource instructor promote a positive learning community and a cooperative learning environment. The site principal is responsible for the coordination between district offices and the site. She is the “face” of the school. She attends all PTA Executive meetings, PTA meetings, Parent Legislative Action Group meetings, Jenks Foundation events, district events, and community partner events. You can find our principal in the classroom, on the playground, in the cafeteria, and greeting students every morning in the lobby. The opportunity to build strong relationships with all stakeholders is evident in the principal’s leadership style.

Within our Professional Learning Community, we encourage and enable others to become leaders at our site. Teachers volunteer for a variety of leadership opportunities at the district and site level. These opportunities range from curriculum development, curriculum mapping, grade level collaboration, school safety, professional development, school finance, bond issue education, and community activities.

The school counselor exhibits leadership through the programs she creates and implements with students. One example is the Southeast Leadership Program titled Every Person is the Leader of Their Own Lives. The program offers fourth grade students exposure to leadership concepts, skills, and practices. Through hands-on activities, group projects, and reflection opportunities, the students learn about important leadership qualities and how these can be used to help them in their everyday lives. Topics include teamwork, communication, courage, time management, and self-confidence. This program has been in place for three years and averages 82 of the 150 students per year. The leadership students also serve as our courtesy patrol team for the site.

Parents also serve as an active leadership team. We log over 24,000 volunteer hours per year. They plan and execute multiple events for our site including: New Parent Coffee, Popsicles on the Playground for our new families, two Book Fairs a year, Run for Fun fundraiser, Adult Trivia Night, school picnic, and Teacher Appreciation activities throughout the year.

The Southeast community along with our school leadership team desires the best possible education for our students. We would consider it an honor to attain Blue Ribbon status.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** OCCT (Oklahoma Core Curriculum Test)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	94	95	93	95
% Advanced	55	53	57	43	43
Number of students tested	150	146	131	143	146
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	14	9	7	4	7
% of students tested with alternative assessment	9	6	5	3	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	0	71	100	100	100
% Advanced	0	14	100	17	20
Number of students tested	2	7	1	6	5
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	83	81	100	75	100
% Advanced	36	45	33	20	29
Number of students tested	36	22	9	20	17
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	66	100	0	100
% Advanced	67	33	0	0	0
Number of students tested	3	6	1	1	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	75	86	100	80	100
% Advanced	50	29	17	0	33
Number of students tested	8	7	6	5	3
<b>5. African- American Students</b>					
% Proficient plus % Advanced	100	67	0	100	100
% Advanced	100	0	0	0	60
Number of students tested	2	3	6	1	5
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	94	100	100	100
% Advanced	83	61	100	60	75
Number of students tested	12	18	6	5	8

<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	100	86	100	75	75
% Advanced	83	57	50	0	25
Number of students tested	6	7	2	4	4
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	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 plus % Advanced	94	95	94	90	95
% Advanced	50	54	57	42	41
Number of students tested	106	102	105	118	118
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Individualized Educational Plans (IEP) are developed based on a student’s identified educational strengths and weaknesses. Prior to 2013-2014, IEP teams were required to determine if a student in grades 3-8 qualified for an Oklahoma Modified Alternate Assessment Program (OMAAP) or an Oklahoma Alternate Assessment Program (OAAP). During an annual IEP meeting, the team would use the Criteria Checklist for Assessing Students with Disabilities to determine the assessment that was most appropriate for each individual student. The Oklahoma Modified Alternate Assessment Program (OMAAP) was an alternate assessment based on modified academic achievement standards. The OMAAP assessed students on the same grade-level content as other students but consisted of assessment items that were less difficult. The Oklahoma Alternate Assessment Program (OAAP) is a portfolio assessment that assesses progress according to alternate grade-level standards. Jenks Southeast Elementary did not have any students qualify for the OAAP test in 2012-2013.

Using checklists and parameters defined by the Oklahoma State Department of Education, the IEP team determined such assessments and modifications for students with limited cognitive abilities or limited adaptive skills. The Oklahoma Modified Alternate Assessment Program (OMAAP) was an alternate assessment based on modified academic achievement standards was a shorter version with fewer choices. Many of the students, who qualified for the OMAAP, required some type of accommodation in order to participate. The IEP team was responsible for determining what accommodations would be used during the administration of the OMAAP assessment.

The OMAAP assessments during the 2012-2013 school year included accommodations for two students who are visually impaired. A third grade student was provided a Braille version for of the test for both reading and mathematics, and a fourth grade student was provided an enlarged test for both reading and mathematics. Other accommodations included small group setting, separate location, and frequent breaks. While OMAAP assessments are shorter, the OSDE does indicate that students scoring satisfactory or advanced do demonstrate at least a general understanding of reading skills expected at grade level.

For this calendar year, we had one third grader who was assessed with the OAAP portfolio. All other students in both grades took Oklahoma Core Curriculum Testing, as OMAAP testing was removed as an option by the state department.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** OCCT (Oklahoma Core Curriculum Test)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	99	99	96	95	92
% Advanced	58	62	51	46	44
Number of students tested	145	139	144	149	156
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	8	7	6	8	4
% of students tested with alternative assessment	6	5	4	5	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	89	100	72	100	100
% Advanced	11	33	29	67	50
Number of students tested	9	3	7	3	2
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	89	100	95	82	59
% Advanced	42	42	50	38	17
Number of students tested	19	13	20	16	12
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	100	67	0	0
% Advanced	0	100	67	0	0
Number of students tested	1	1	3	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	99	100	75	100	100
% Advanced	56	50	25	33	100
Number of students tested	9	6	4	6	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced	100	0	50	100	100
% Advanced	50	0	0	20	0
Number of students tested	2	0	2	5	2
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	71	89	71	63	75
Number of students tested	17	9	7	8	4
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	100	100	100	100	100

% Advanced	40	67	25	50	25
Number of students tested	5	3	4	4	4
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	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 plus % Advanced	98	98	96	94	92
% Advanced	57	60	52	47	45
Number of students tested	104	111	121	108	134
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	50	0	0	0
Number of students tested	0	2	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	100	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Individualized Educational Plans (IEP) are developed based on a student's identified educational strengths and weaknesses. Prior to 2013-2014, IEP teams were required to determine if a student in grades 3-8 qualified for an Oklahoma Modified Alternate Assessment Program (OMAAP) or an Oklahoma Alternate Assessment Program (OAAP). During an annual IEP meeting, the team would use the Criteria Checklist for Assessing Students with Disabilities to determine the assessment that was most appropriate for each individual student. The Oklahoma Modified Alternate Assessment Program (OMAAP) was an alternate assessment based on modified academic achievement standards. The OMAAP assessed students on the same grade-level content as other students but consisted of assessment items that were less difficult. The Oklahoma Alternate Assessment Program (OAAP) is a portfolio assessment that assesses progress according to alternate grade-level standards. Jenks Southeast Elementary did not have any students qualify for the OAAP test in 2012-2013.

Using checklists and parameters defined by the Oklahoma State Department of Education, the IEP team determined such assessments and modifications for students with limited cognitive abilities or limited adaptive skills. The Oklahoma Modified Alternate Assessment Program (OMAAP) was an alternate assessment based on modified academic achievement standards was a shorter version with fewer choices. Many of the students, who qualified for the OMAAP, required some type of accommodation in order to participate. The IEP team was responsible for determining what accommodations would be used during the administration of the OMAAP assessment.

The OMAAP assessments during the 2012-2013 school year included accommodations for two students who are visually impaired. A third grade student was provided a Braille version for of the test for both reading and mathematics, and a fourth grade student was provided an enlarged test for both reading and

mathematics. Other accommodations included small group setting, separate location, and frequent breaks. While OMAAP assessments are shorter, the OSDE does indicate that students scoring satisfactory or advanced do demonstrate at least a general understanding of reading skills expected at grade level.

For this calendar year, we had one third grader who was assessed with the OAAP portfolio. All other students in both grades took Oklahoma Core Curriculum Testing, as OMAAP testing was removed as an option by the state department.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** OCCT (Oklahoma Core Curriculum Test)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

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School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	97	93	96	90	95
% Advanced	17	16	10	4	10
Number of students tested	150	146	131	143	146
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	21	11	7	8	8
% of students tested with alternative assessment	14	8	5	6	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	50	83	100	100	100
% Advanced	0	0	0	0	0
Number of students tested	2	6	1	4	4
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	97	80	100	88	94
% Advanced	7	20	0	0	13
Number of students tested	30	20	9	4	4
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	100	100	0	100
% Advanced	0	0	0	0	0
Number of students tested	3	1	1	1	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	88	75	100	80	100
% Advanced	13	0	0	0	0
Number of students tested	8	4	6	5	3
<b>5. African- American Students</b>					
% Proficient plus % Advanced	100	0	0	100	100
% Advanced	50	0	0	0	20
Number of students tested	2	2	0	1	5
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	93	100	100	100
% Advanced	33	43	14	0	12
Number of students tested	12	14	7	5	8
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	100	100	100	100	100

% Advanced	50	17	0	0	0
Number of students tested	6	6	2	3	4
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	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 plus % Advanced	97	99	95	85	96
% Advanced	12	13	10	5	10
Number of students tested	98	84	109	115	114
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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mathematics. Other accommodations included small group setting, separate location, and frequent breaks. While OMAAP assessments are shorter, the OSDE does indicate that students scoring satisfactory or advanced do demonstrate at least a general understanding of reading skills expected at grade level.

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School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	98	91	96	93
% Advanced	26	21	13	8	16
Number of students tested	145	139	144	149	156
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	9	8	8	10	5
% of students tested with alternative assessment	6	6	6	7	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	78	100	100	100	50
% Advanced	11	0	0	0	0
Number of students tested	9	3	4	3	2
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	89	100	89	78	81
% Advanced	17	17	11	7	9
Number of students tested	18	12	18	14	11
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	100	50	0	0
% Advanced	0	100	0	0	0
Number of students tested	1	1	2	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	89	100	75	100	100
% Advanced	11	0	0	0	0
Number of students tested	9	6	4	6	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced	100	0	50	100	100
% Advanced	0	0	0	0	0
Number of students tested	2	0	2	5	2
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	86	100	75
% Advanced	41	67	29	25	25
Number of students tested	17	9	7	8	4
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	100	100	100	100	100

% Advanced	20	67	0	0	0
Number of students tested	5	3	4	4	4
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	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 plus % Advanced	98	97	92	96	93
% Advanced	22	17	13	8	16
Number of students tested	103	111	119	106	134
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	2	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	100	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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