

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Lori L Graham

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

Official School Name Carnegie Elementary School

(As it should appear in the official records)

School Mailing Address 330 West Wildcat Drive 200 West Fourth St (Physical address)

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

City Carnegie State OK Zip Code+4 (9 digits total) 73015-9611

County Caddo County State School Code Number* 08-IO33-105

Telephone 580-654-1945 Fax 580-654-1807

Web site/URL http://carnegieschools.com E-mail lgraham@carnegie.k12.ok.us

Twitter Handle _____ Facebook Page Carnegie Public School 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*Mr. Mark Batt E-mail: mbatt@carnegie.k12.ok.us

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

District Name Carnegie Public Schools Tel. 580-654-1470

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. Gerald Peters

(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

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

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)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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. 8 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	21	13	34
K	28	21	49
1	32	25	57
2	16	15	31
3	12	18	30
4	32	11	43
5	23	18	41
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
Total Students	164	121	285

5. Racial/ethnic composition of the school:
- 33 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 18 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 36 % White
 - 11 % 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: 22%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	28
(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	292
(5) Total transferred students in row (3) divided by total students in row (4)	0.219
(6) Amount in row (5) multiplied by 100	22

7. English Language Learners (ELL) in the school: 8 %
22 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Native American (Kiowa)
8. Students eligible for free/reduced-priced meals: 73 %
 Total number students who qualify: 208

Information for Public Schools Only - Data Provided by the State

The state has reported that 73 % 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: 16 %
47 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>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>28</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:

	Number of Staff
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 19:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	97%	95%	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

Post-Secondary Status	
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: Carnegie Elementary strives to stimulate continuous academic and social growth providing opportunities for students to develop their full potential while letting their individuality shine.

PART III – SUMMARY

Carnegie, founded south of the Washita River in Caddo County, was originally called Latham. In 1903 this rural southwest Oklahoma community changed its name in honor of Andrew Carnegie and built their first school. There were only 18 students compared to 290 elementary students now. In 1921, a \$40,000 bond election was held to build a new school for grades 1-12. This school was under one roof. Today, we have 3 different sites to house all grades. November 2012, a substantial bond issue was passed to build an addition to the existing elementary school which now houses Pre K through 5th grade. This new addition was finished August 2013. Playground equipment was donated by Lawrence Childers, a 1937 graduate. Through love and determination of past generations, the foundations were set for the exemplary school we have today. We are dedicated to continue this legacy.

Carnegie Elementary School (CES) is the heart of this community with many students and teachers being second and third generations to attend or work here. Traditions and high academic expectations at CES are reasons why many graduates choose to return with their families. CES has always taken pride in providing students with the best quality education preparing them to be successful. We have shown this by achieving an A on our 2013-2014 School Report Card.

CES has historically had a large percentage of Native Americans. We are privileged to employ an American Indian as Indian Education Director full time. All students are educated on history and customs of Native Americans. The Kiowa Tribe of Oklahoma, headquarters in Carnegie, has been a great asset to our school system. With their support and partnership, the unique cultural and educational needs of our tribal students are continuously improving.

CES's full time on-site counselor is a vital asset. She performs counseling services, leads Pride Class, GT, serves as test coordinator, and oversees the Back Pack for Kids Program. Based on 84% of students who qualify for free and reduced lunches this year, we have a high number of students receiving weekend food through this state program.

Multiple sources such as the school website, Facebook, School Reach, local newspaper, and class newsletters are utilized to inform parents of student progress and activities. These resources help ensure parents receive timely and accurate information, lessening the gaps in communication. CES strives to keep traditions going. Our school creed encourages students to have pride every day and is recited during Wildcat Wakeup assemblies. CES perpetuates all to be successful and rewards students continuously for various achievements. During CAT Time Assemblies, students are recognized for perfect attendance, reaching AR certifications, and 'Caught Acting Terrific'. Extracurricular activities include: Red Ribbon Week, track meets, Mighty Mites Football, Little Dribblers and intramurals, art contests, Little League, rodeos, dance and piano recitals.

One great asset is the dedication of staff members. Our 21 highly qualified teachers have a wide range of expertise and experience. Many hold post graduate degrees and multiple state certifications. CES staff is loyal and hard working towards our ultimate goal, student success. CES is committed to the academic achievements of each student as well as their social, physical, spiritual, and emotional growth.

CES has accomplished many milestones over the past 8 years. Our teachers are trained in and practice the Great Expectation philosophies. These practices help with discipline tremendously by incorporating procedures, allowing more focus on curriculum and test scores. CES has a variety of technology. Smart boards, mobile laptops, classroom computers and teacher iPads are used daily. Another major milestone is the incorporation of the federal summer lunch program. During the summer months we have fed up to 125 people which strengthens our relationships with families.

Through the leadership of the CES Student Council, our students contribute to many community activities such as holding food drives for needy, raising money for cancer awareness, and work in collaboration with local businesses. CES was recognized by Pizza Hut Inc. for raising the most money for their World Hunger

Organization. CES has raised thousands of dollars from BoxTops and fundraisers which is used as student incentives and school improvements.

Classroom instruction is based on integrating math, reading, writing, and thinking skills with social studies and science curriculums. In addition to regular and special education classes, CES offers: music, physical education, daily tutoring, computer, Pride, story time, library skills, Indian Education, and a GT program. Students have access to Accelerated Reader, Accelerated Math, Study Island, and IXL.

Improving Achievement Test scores is a top priority. Alpha Plus, DIBELS, and STAR Assessment provides data to support decisions allowing student's individual needs to be met. With hard work and dedication from staff, students and parents, scores improved substantially. CES is extremely proud that over the past 3 years our School Report Card has improved from C to an A. CES continuously strives to improve this high level of achievement.

Carnegie Elementary is Blue Ribbon Worthy; dedicated, successful, goal oriented and accomplished. We believe excellence is never an accident.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our school builds its curriculum through the Oklahoma Pass Objectives as well as the Common Core State Standards. We use pacing guides as a map to guide our instruction and lessons. We also use Objective Accountability Graphs to measure mastery of objectives on formative assessments. Using these graphs to monitor our students' strengths and weaknesses helps the teacher see where adjustments need to be made in daily instruction. Teachers and administrators discuss the data collaboratively at weekly and monthly grade level meetings. Each struggling student is discussed and plans to help the child succeed are developed.

The teachers in early childhood focus on the core areas of Phonemic Awareness, Phonics, Reading and Math while integrating Science, Social Studies and Technology. We feel it is crucial for our students to be performing at the highest possible level in the core areas by the end of 2nd grade. Beginning in 3rd grade, instruction focuses on Reading/Language Arts, Math, Science, and Social Studies. Because technology is such a vital part of society and careers, we do our best to make sure that it is ingrained in the lives of our students. There are Smartboards in every classroom and our teachers are very creative in finding new ways to utilize them.

We are a data driven school. We use a plethora of resources to aid in leveling our children. We use Dibels, Star Reading, Accelerated Reader, Star Math, Study Island, Alpha Plus Formative and Summative Assessments and IXL. As the data is studied, our teachers are superior in finding and creating their own resources to see that their students have the best education possible.

Most subjects are taught in a whole group lesson. However, if students do not perform well on formative and summative tests, Dibels, and/or any of the data resources mentioned above, teachers will use small groups, centers, and even classroom aides to work with students individually. For example, our school complies with or exceeds the expectations of the Reading Sufficiency Act, which requires a minimum of 30-45 minutes of remediation daily for students reading below grade level.

Reading

The Reading Curriculum at Carnegie Elementary School focuses on five key elements- phonemic awareness, phonics, vocabulary, fluency, and comprehension. It is our goal to incorporate as many higher order thinking questions into every lesson as possible. Our Reading blocks are a minimum of 90 minutes of uninterrupted reading time. This is taken very seriously and enforced by all staff.

Beginning in Kindergarten, our students are introduced to Saxon Phonics, which is continued through the end of the Second grade year. In the Third through Fifth grades, instruction concentrates primarily on comprehension, fluency, and vocabulary skills. Scott Foresman Reading Street is used in all grade levels. Both were adopted because they followed the PASS standards. However, our teachers only use the basals as a resource. Many other books are used as resources as well. Each grade level's curriculum guide directs instruction and that is aligned to PASS.

Explicit English Language Arts instruction begins in Kindergarten and continues throughout all grade levels. We feel that it is mandatory that all students are successful in both written and verbal communication.

Math

The Math curriculum at our school is designed to incorporate the PASS Objectives as well as the Common Core State Standards. We use our pacing guides to drive our lessons and use a combination of teacher created materials, online resources, technology and manipulatives to explicitly teach Math. Guided Practice, many times as simple as using individual white boards, is utilized to determine student progress before independent practice is given. We have worked very hard as a staff to align our curriculum to prevent gaps between grade levels.

Science/Social Studies

Our Science and Social Studies curriculum is a combination of project-based learning and non-fiction reading comprehension driven by the PASS objectives. We utilize the basal series as well as supplement

with internet activities and teacher created materials. Teaching our students to read graphs, charts, timelines, and to use resource skills is crucial to their success. Teachers incorporate cooperative learning activities as well as hands on projects.

Pre-Kindergarten

Our Pre-K program believes that every child is unique and can reach their full potential by providing authentic and developmentally appropriate learning experiences. We implement hands-on learning activities, incorporate music and movement, provide abundant opportunities for purposeful play, foster creativity, and embrace technology in order to teach the whole child and to promote a joy of learning. Pre-K has been instrumental in establishing a solid foundation for our students entering kindergarten with significant gains over children who did not attend Pre-K. Specifically, according to the Kindergarten DIBELS beginning of the year assessments, over the past four years 92% of children that did not attend our Pre-K program scored well below benchmark category. It is our belief that the Pre-K program is essential at Carnegie Elementary.

2. Other Curriculum Areas:

Vocal/General Music

The Vocal/General Music Department at Carnegie Elementary is committed to the efforts in providing a sound music curriculum for Grades K-5. Since 1990 The Arts have been part of the core curriculum in Oklahoma. Students attend Vocal/General music class twice a week.

A quality fine arts program can contribute greatly to the development of each student's creative thinking and problem-solving skills. The Priority Academic Skills (PASS) suggest benchmarks in the understanding of the arts for all students. It is important for each student to understand the significance of the arts in a cultural, aesthetic and historical sense. PASS objectives encourage students to create meaningful, original, interpretive and creative expressions. The meaningful arts instructions give students the confidence they need to explore and create at the very highest of educational standards. PASS has a balance of instructional activities that will provide students with a basic understanding of their knowledge of General Music. Consequently, it is necessary to teach and assess all the competencies at each grade level. PASS in The Arts is a basic curriculum framework. General Music objectives are grouped into the following four standards: Language of Music, Music History and Culture, Music Expression, and Music Appreciation. Language of Music- The student will read, notate and interpret music. Music History and Culture- The student will recognize the development of music from an historical and cultural perspective. Music Expression- The student will perform, imitate, and compose a variety of music within specific guidelines. Music Appreciation- The student will learn to appreciate music and expand listening beyond music currently familiar to the students.

Performing Arts

The Carnegie Elementary students perform at many different functions and activities throughout the year. The Carnegie Tri-County Free Fair, Christmas programs, Carnegie Talent/Lip Sync Show, Veterans Day, Wildcat Wake-Ups, Awards Assemblies, and The Alumni Banquet are a few of the many opportunities our children have to display their talents.

Technology

We are very blessed to have an up-to-date computer lab, here at Carnegie Elementary. Our lab consists of 30 desktop computers and 25 laptop computers. We also have Smartboards in every classroom. Carnegie Elementary Students visit the computer lab twice a week. Skills that are covered range from basic computer skills like mouse manipulation to Excel functions along with Power Point activities. PASS in Instructional Technology for introductory level prior to completion of grade 5 are grouped into the following six standards: The student will demonstrate knowledge of basic operations and concepts. The student will demonstrate knowledge of social, ethical, and human issues, discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. The student will demonstrate knowledge of technology productivity tools. The student will demonstrate knowledge of technology communications tools. The student will demonstrate knowledge of technology research tools. The student will demonstrate knowledge of technology problem-solving and decision-making tools. We

utilize many educational programs and sites throughout our technology curriculum. Some of these are Study Island, IXL, MobyMax, BBC Typing, Starfall, ABCMouse, and many other online educational sites.

Physical Education

The overall goal of Carnegie Public Schools for the Physical Education classes is to promote the health and well being of each student and guide them toward becoming physically educated and physically active for life. All Pre-K through 3rd grade students have 80 minutes of physical education every week, and every other week they have 120 minutes. The 4th and 5th graders have PE everyday for 40 minutes. Recess everyday is another component of physical education. All students have 20 minutes of recess every day. The physical education objectives include: Motor skill and lifetime activity development, health-enhancing activities, and personal and social skill development. Through these objectives, the students will demonstrate competency in many movement forms and proficiency in a few movement forms. They will apply movement concepts and principles to the learning and development of motor skills. They will exhibit a physically active lifestyle. The students will achieve and maintain a health-enhancing level of physical fitness. They will demonstrate responsible personal and social behavior in respect for differences among people in physical activity settings. They will understand that physical activity provides opportunities for enjoyment, challenge self-expression, and social interaction.

The teachers in all other curriculum areas support the homeroom teachers by helping them in some way teach objectives students are struggling with in the classroom. Students will work on math facts in PE, a specific objective on Study Island in the computer lab, or find the main idea of a song. All teachers collaborate together to improve student learning.

3. Instructional Methods and Interventions:

At Carnegie Elementary we see every student as a unique and special individual. We know every child comes to us with their own home situation and unique learning experiences. We work closely with parents and extended family members to promote academic success for every student. We use differentiated instruction in classroom arrangements and lessons. We use a variety of manipulatives, graphic organizers, literacy strategies and smartboard activities to enhance learning. This provides our students with whole group as well as small group instruction and the use of current technology. We provide all students, regardless of their academic level, individualized instruction. This includes, but is not limited to Gifted and Talented.

All staff works closely to develop collaborated learning activities. Our staff is conscientious of all students learning abilities and strives to meet all IEP requirements.

All of our students receive grade level classroom instruction, which is vertically aligned in all core areas. In whole group instruction, all learning styles are incorporated as much as possible to meet varied student needs. We then teach every child on their level either through small group activities or individual help. We have one on one tutoring or small group tutoring depending on each child's needs. We also provide after school tutoring for students who are struggling.

We feel every student should be accountable and know their progress throughout the school year. We use various testing procedures such as Alpha Plus, Star Reading, Dibels, and different sources to guarantee academic success. We use these scores, so that as educators, we know which area each student is secure in and which area we need to reteach. The children are shown their scores and goals are developed with each child. Our parents are also included in this process so they know where their child is with their educational goals.

We also have an excellent computer lab in which every student has access to and visits throughout the week. The activities are goal directed, with current technology and computer programs. We highly encourage interactive learning at school and at home with technology. Computer programs allow each child to work on their own level so that all achievement gaps are closed within all groups of students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Carnegie Elementary School participates in the Oklahoma School Testing Program as mandated by state law. This testing program is performed at CES in April each year for grades 3rd, 4th and 5th. The Oklahoma Core Curriculum Test was the assessment given all five years. Our school follows the standards prescribed for instruction in each grade level by the OSDE, to successfully prepare students for these assessments.

According to the CES assessment data, results have fluctuated greatly over the years in Reading and in Math. The 2009-10 school year results show slightly over 50 percent of students proficient in Reading across the tested grades. Math results for the same year are slightly higher with 56 percent of 3rd graders proficient and 66 and 67 percent of 5th and 4th graders, respectively, proficient. The proficiency level of all grades increased in Reading the next school year. The same was true of Math results, except for 5th grade. There was also a notable percentage of IEP students taking an alternate assessment as was allowed by our state (see data table notes).

There has been a significant upward trend in proficiency levels in both reading and math over the last five years in all grades. There has also been a significant increase in the percent of students scoring in the advanced range in mathematics. Also noted is that the subgroup for socio-economic disadvantaged students did not vary more than a few percentage points from the proficiency levels of all students in all years and grades, except for 2010 4th Reading. The same can be said about our school's most recent data and all of the subgroups reported with the exception of the 5th Reading American Indian subgroup. This particular subgroup being low was not part of a negative trend and continual efforts are made to improve parent/teacher communication about needed interventions for all students. In the wake of our state's changes in standards, accommodations and the deletion of a modified assessment from the Oklahoma State Testing Program in order to increase rigor for students, Carnegie Elementary School has risen to the challenge of high testing standards.

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

Carnegie Elementary School uses a wide variety of formal and informal assessments. Our goal is to gather data that can be analyzed and shared to improve our school's performance, as well as individual student's performance. Preparing our students for success includes enabling them to succeed in the classroom, and gives them the confidence required to succeed in formal testing environments. Making our students comfortable in all of these situations is invaluable.

Many different types of formal assessments that are utilized include, but are not limited to, Alpha Plus Reading and Math benchmark assessments, DIBELS and DAZE, STAR Reading and Math, Gesell, ELQA, Accelerated Reading quizzes, and reading benchmarks. Other specialized testing includes Bender Gestalt II and the WJ III. Informal testing consists of assessments that include teacher observations of students' performance and participation, checklists, and one-on-one evaluations. These are grade-level appropriate.

Data derived from these various assessments, both formal and informal, is analyzed and shared on a regular basis between administrators, teachers, parents and the students themselves. Students need to know their deficit areas so they can be improved. Team meetings between section teachers and administration occur monthly. The data is discussed at length, touching on topics that include vertical and horizontal curriculum alignment, areas of success and weakness, students that might be struggling, those that need extra help outside the classroom, students who might need more in-depth testing, etc. Teachers discuss students' previous performances, as well as current. Revisiting this data monthly, throughout the entire school year, ensures that no student is forgotten. Parents are also informed of their student's progress, and where they need to be academically. This open communication between school and family includes copies of achievement test results, semester grade cards, and progress reports. More frequent communication includes conferences, phone calls, and even text messages.

Part VI School Support

1. School Climate/Culture

The staff at Carnegie Elementary takes great pride in their jobs and their students. All staff, including principal, teachers, aides and secretaries, do an excellent job not only with their class, but with all students they come in contact with. Teachers implement a wide variety of methods in order to make learning fun and interesting to help make a connection students can apply to their own lives. Our school offers a fair and supportive environment for all students and employees. They focus on setting and achieving goals, avoiding comparisons, and celebrating our unique differences to ensure success beyond the classroom.

Our principal is very supportive and encourages all staff and students! Leadership of this quality is what makes our school thrive. She greets every student riding the bus or being dropped off each morning by giving a hug, words of encouragement or praise to start their day. This is just one way she shows our students that they are valued, worthy, and loved. Positive reinforcements are shown through the school's efforts to recognize every student's in-school and out-of-school accomplishments by having their picture in the local newspaper, on the school Facebook page, and personal acknowledgment during our weekly/monthly schoolwide assemblies. We have various programs that support this effort and help enhance learning for students by providing incentives for goals achieved. One program in particular is our Indian Education program. This program offers in-school tutoring for our Native American students and offers cultural enrichment activities for the entire school. Throughout the year there are different events and programs planned for students in conjunction with local organizations such as Masonic Lodge, Rotary Club, churches, tech center, tribal organizations and many more. These local events allow all students to be showcased and immersed in community involvement.

The relationship between staff and administrators is one to be commended. Through the practices of Great Expectations, our students are continually determined to rise to the high standards set before them, and it has created a sense of thought and purpose throughout our school. Our administration encourages our teachers to seize opportunities to share their strengths and accept leadership roles. Our staff continues to gain strides of accomplishments in the classroom and through this unique support of our administration, it has led to increased school moral.

Carnegie Elementary Staff strives to make every child's life better, not just academic success, but in every aspect.

2. Engaging Families and Community

Carnegie Elementary promotes parent participation in all aspects of their child's education, extracurricular activities, and community involvement. We have created an array of strategies to help achieve success in working with family and community members that have enabled our school to achieve high marks of improvement. Having a number of ways to communicate with parents, grandparents, and other caregivers is of great significance. School Reach is an automated system that delivers updated information such as attendance, lunch balances, weather advisories, etc. Carnegie Public Schools, along with numerous grade level classes, utilize Facebook in order to inform guardians about school events, classroom projects, and display student artifacts. Weekly and monthly newsletters, daily communication binders, and completed work folders are sent home regularly with students. Not only do we support sending home written forms of communication, we highly encourage verbal and formal conferences with parents as well.

When residing in a small town, like Carnegie, resources and assistance from community members and community businesses can sometimes be challenging. However, we all have a great appreciation, understanding, and awareness of our students education and how it effects our community. Our outstanding teamwork, across the board, allows us to host events that have positive impacts on all involved. Local firefighters, police officers, and the Drug Enforcement Agency host programs in hopes of helping lead our students in a positive direction and serve as role models .Community members and businesses are generous in contributing supplies such as backpacks, tableware, winter coats, and classroom supplies. We are able to

host monthly events that invite parents and community members' to engage in student's social and academic learning. Examples include, Meet the Teacher, Wildcats Read to Succeed (family night), Hooping for a Cure, book fair, Muffins with Mom, Donuts with Dad, painting pumpkins with parents, Thanksgiving dinner, and vocal performances held at the technology center, town fair, and nursing home. Student council members also have the opportunity to interact with local business owners while carrying out duties preparing for the annual Lip Sync performances and business appreciation week.

Carnegie Elementary strives to be flexible while accommodating parents and families. We have a number of school committees that we invite parents to be a part of, such as, Parental Involvement, School Safety, and Indian Education programs that allow parents to voice their concerns, comments, and suggestions.

3. Professional Development

Our professional development is based upon the needs of faculty and staff, and the growth and success of students. Administrators ensure teachers are provided ongoing learning opportunities through district-wide, building-wide and individually chosen programs. Our staff believes professional development is vital in improving the quality of education a student receives. Some of the resources used for staff enrichment include: Alpha Plus, REACH3, PD360, Team Meetings, Grade-Level Meetings with administration, District-Wide Inservice, continuing education, and teacher-selected workshops.

Carnegie Schools implemented Alpha Plus to address low reading and math scores and to better educate our children. Teachers have learned how to successfully assess and monitor their students with immediate feedback. Additionally, the data used with Alpha Plus identified specific areas in which students needed reteaching or remediation. As we have learned and continued the program, we saw both reading and math scores improve significantly.

REACH3 is another program that we utilized last year to challenge and equip teachers to incorporate higher-level teaching methods into the classroom to satisfy the rigorous standards of both Common Core and the Reading Sufficiency Act. These were free trainings offered by the OSDE for districts that would utilize them.

All teachers have attended DIBELS training to help them better assess their students and utilize the results to meet the reading needs of all students. In using this training we have been better able to recognize those students who are in need of reteaching and/or remediation.

Team Meetings are frequent and particularly effective in collaborating with team teachers within the same grade level by discussing, brainstorming and comparing classroom experiences. Additionally, teachers research, prepare and create engaging lessons and activities to align with curriculum and pacing calendars.

Grade Level Meetings with administrators are held monthly and enable teachers and administrators to communicate freely regarding the successes and challenges being experienced in the classrooms. This is also the time in which we ensure vertical alignment, grade level corroboration, and review class and student progress.

Our District-Wide Inservice includes not only required professional development, but also teacher requested training as well. For example, we have had inservice on Study Island to assist teachers in utilizing this program in the classroom.

Continuing education is important to our school as well. Many of our certified personnel have completed advanced degrees in education. Furthermore, many teachers have completed PD training in a number of workshops including OERB, Math Science Partnership (MSP), LETRS (summer school), etc. Every teacher in our school easily surpasses the professional development requirements established by the state.

4. School Leadership

Leadership at Carnegie Elementary involves not only the superintendent, principal and counselor, but also the teachers and entire student body. The superintendent holds meetings monthly with the district administration team which includes the elementary principal, counselor, and federal programs/JOM coordinator. This team works closely to create a positive atmosphere that promotes learning and to improve our district by making our healthy, safe learning environment even better. Our principal then holds monthly teacher meetings to inform us about our state policies and district decisions and plans. The principal and the counselor also meet with each grade level team to look at data and what we need in order to get more positive results in the classroom. The leadership is from the top down and filters to our students.

We start each week with “Wildcat Wakeup” led by the principal. Our elementary student council leads the American and Oklahoma flag salutes. We sing either an Oklahoma song, a patriotic song, or our school song teaching our students loyalty to our school, state, and country. We recite our school creed which incorporates our goals of excellence for both teachers and students. Our school expectations are recited every Monday and expected to be used throughout the week.

At the end of each month a “C.A.T. Time” assembly is held recognizing all of the activities the children have been involved in within the school and community. Students are also recognized as “Caught Acting Terrific”. The staff recognizes the kind acts the students do by writing it on a CAT slip, and three slips are drawn each month. At the CAT Time assembly, each student that has been present and not tardy receives some type of reward stressing the importance of attendance at CES.

Our counselor meets with each class and teaches “Pride Characteristics: Positive Results In Daily Effort”. The students learn topics such as commitment, kindness, responsibility, citizenship, patriotism, empathy, and respect. These characteristics reinforce the expectations the students are to use to create a learning environment conducive to optimum achievement academically, socially, and emotionally.

At the beginning of each year, our fourth and fifth grade students are encouraged to campaign for a student council office and present a speech for the student body. The council holds monthly meetings, has fund raisers, and does one community project a year.

Our leadership is focused on shared commitment and collaboration from the superintendent down to the parents and students. Everyone at Carnegie Elementary shares ownership for the achievements and strides we make!

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>OKLAHOMA CORE CURRICULUM TEST</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>OKLAHOMA STATE DEPT OF EDUC/2012 & 2013 CTB MCGRAW-HILL/2011 & 2010 PEARSON/2010 DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	91	76	90	73	56
Advanced	56	21	29	17	6
Number of students tested	49	41	44	46	43
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	4	6	10	16
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	73	92	69	59
Advanced	58	18	24	16	6
Number of students tested	33	33	34	32	32
2. Students receiving Special Education					
Proficient and above	100		100	100	80
Advanced	60		0	50	0
Number of students tested	10	0	3	2	5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	86	87	95	58	82
Advanced	43	20	28	0	5
Number of students tested	14	15	18	19	19
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	91	75	83	100	64
Advanced	58	31	31	46	9
Number of students tested	24	16	13	13	11
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: During the school years 2009-2013, our state provided a modified curriculum and a modified state mandated assessment (OMAAP) for IEP students who qualified for this type of assessment. The qualification process included a checklist which was included in each student's IEP. During these testing years, our school had a high number of students with IEPs and students who qualified for these OMAAP assessments. This in turn resulted in our alternate assessment number and percent being higher than two percent for these testing years. It also resulted in minimal data in our special education subgroup due to only a small percentage of IEP students testing with accommodations using the regular Oklahoma Core Curriculum Test (OCCT). The OMAAP curriculum and testing was discontinued in 2013-14, therefore our data reflects more special education students taking the regular OCCT in 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>OKLAHOMA CORE CURRICULUM TEST</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>OKLAHOMA STATE DEPT OF EDUC/2012 & 2013 CTB MCGRAW-HILL/2011 & 2010 PEARSON/2010 DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	87	89	96	86	67
Advanced	26	48	9	17	9
Number of students tested	46	45	45	45	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	20	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	85	94	85	58
Advanced	25	38	8	18	8
Number of students tested	40	34	36	33	24
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Proficient and above	94	83	94	77	64
Advanced	29	44	0	6	7
Number of students tested	17	18	18	17	14
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	81	88	95	100	67
Advanced	19	59	16	33	7
Number of students tested	21	17	19	12	15
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: During the school years 2009-2013, our state provided a modified curriculum and a modified state mandated assessment (OMAAP) for IEP students who qualified for this type of assessment. The qualification process included a checklist which was included in each student's IEP. During these testing years, our school had a high number of students with IEPs and students who qualified for these OMAAP assessments. This in turn resulted in our alternate assessment number and percent being higher than two percent for these testing years. It also resulted in minimal data in our special education subgroup due to only a small percentage of IEP students testing with accommodations using the regular Oklahoma Core Curriculum Test (OCCT). The OMAAP curriculum and testing was discontinued in 2013-14, therefore our data reflects more special education students taking the regular OCCT in 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>OKLAHOMA CORE CURRICULUM TEST</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>OKLAHOMA STATE DEPT OF EDUC/2012 & 2013 CTB MCGRAW-HILL/2011 & 2010 PEARSON/2010 DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	95	84	56	43	66
Advanced	51	36	10	3	16
Number of students tested	45	49	43	37	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	10	9	5	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	80	57	37	65
Advanced	47	33	12	0	12
Number of students tested	38	36	33	27	34
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Proficient and above	90	75	50	42	67
Advanced	45	31	6	0	17
Number of students tested	20	16	16	12	18
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above	100	95	59	50	75
Advanced	69	56	12	6	25
Number of students tested	16	18	17	16	16
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: During the school years 2009-2013, our state provided a modified curriculum and a modified state mandated assessment (OMAAP) for IEP students who qualified for this type of assessment. The qualification process included a checklist which was included in each student's IEP. During these testing years, our school had a high number of students with IEPs and students who qualified for these OMAAP assessments. This in turn resulted in our alternate assessment number and percent being higher than two percent for these testing years. It also resulted in minimal data in our special education subgroup due to only a small percentage of IEP students testing with accommodations using the regular Oklahoma Core Curriculum Test (OCCT). The OMAAP curriculum and testing was discontinued in 2013-14, therefore our data reflects more special education students taking the regular OCCT in 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Oklahoma Core Curriculum Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Oklahoma State Dept of Educ./2013 & 2014</u> <u>CTB McGraw-Hill/2011 & 2012 Pearson/2010 DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	93	76	90	78	53
Advanced	0	5	5	2	0
Number of students tested	44	41	44	46	43
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	4	6	10	16
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	33	33	100	32	32
Advanced	0	6	3	0	0
Number of students tested	33	33	34	32	32
2. Students receiving Special Education					
Proficient and above	80	0	33	50	20
Advanced	0		0	0	0
Number of students tested	10	0	3	2	5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	86	81	89	74	42

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	0	0	6	0	0
Number of students tested	14	16	18	19	19
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	75	100	93	73
Advanced	0	0	8	8	0
Number of students tested	24	16	13	13	11
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: During the school years 2009-2013, our state provided a modified curriculum and a modified state mandated assessment (OMAAP) for IEP students who qualified for this type of assessment. The qualification process included a checklist which was included in each student's IEP. During these testing years, our school had a high number of students with IEPs and students who qualified for these OMAAP assessments. This in turn resulted in our alternate assessment number and percent being higher than two percent for these testing years. It also resulted in minimal data in our special education subgroup due to only a small percentage of IEP students testing with accommodations using the regular Oklahoma Core Curriculum Test (OCCT). The OMAAP curriculum and testing was discontinued in 2013-14, therefore our data reflects more special education students taking the regular OCCT in 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>OKLAHOMA CORE CURRICULUM TEST</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>OKLAHOMA STATE DEPT OF EDUC/2012 & 2013 CTB MCGRAW-HILL/2011 & 2010 PEARSON/2010 DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	69	89	74	53	52
Advanced	4	14	0	6	0
Number of students tested	46	45	46	45	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	8	20	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	66	85	76	51	38
Advanced	3	9	0	6	0
Number of students tested	40	34	34	33	24
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Proficient and above	65	89	86	47	50
Advanced	6	11	0	0	0
Number of students tested	17	18	14	19	14
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	71	85	80	69	60
Advanced	0	24	0	15	0
Number of students tested	21	17	15	13	15
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: During the school years 2009-2013, our state provided a modified curriculum and a modified state mandated assessment (OMAAP) for IEP students who qualified for this type of assessment. The qualification process included a checklist which was included in each student's IEP. During these testing years, our school had a high number of students with IEPs and students who qualified for these OMAAP assessments. This in turn resulted in our alternate assessment number and percent being higher than two percent for these testing years. It also resulted in minimal data in our special education subgroup due to only a small percentage of IEP students testing with accommodations using the regular Oklahoma Core Curriculum Test (OCCT). The OMAAP curriculum and testing was discontinued in 2013-14, therefore our data reflects more special education students taking the regular OCCT in 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>OKLAHOMA CORE CURRICULUM TEST</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>OKLAHOMA STATE DEPT OF EDUC/2012 & 2013 CTB MCGRAW-HILL/2011 & 2010 PEARSON/2010 DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	81	71	52	60	53
Advanced	20	5	10	0	2
Number of students tested	44	49	43	37	49
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment			12		
% of students tested with alternative assessment	0	10	28	5	8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	78	67	48	59	49
Advanced	16	3	12	0	0
Number of students tested	37	36	25	27	35
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Proficient and above	69	63	31	67	53
Advanced	16	0	8	0	0
Number of students tested	19	16	13	15	19
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	94	66	63	62
Advanced	38	11	8	0	6
Number of students tested	16	18	12	16	16
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: During the school years 2009-2013, our state provided a modified curriculum and a modified state mandated assessment (OMAAP) for IEP students who qualified for this type of assessment. The qualification process included a checklist which was included in each student's IEP. During these testing years, our school had a high number of students with IEPs and students who qualified for these OMAAP assessments. This in turn resulted in our alternate assessment number and percent being higher than two percent for these testing years. It also resulted in minimal data in our special education subgroup due to only a small percentage of IEP students testing with accommodations using the regular Oklahoma Core Curriculum Test (OCCT). The OMAAP curriculum and testing was discontinued in 2013-14, therefore our data reflects more special education students taking the regular OCCT in 2014.