

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Rondall Jones

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

Official School Name Schwartz Elementary School

(As it should appear in the official records)

School Mailing Address 12001 SE 104th Street

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

City Oklahoma City State OK Zip Code+4 (9 digits total) 73165-9108

County Oklahoma State School Code Number\* IO52

Telephone 405-794-4703 Fax 405-794-2178

Web site/URL

http://www.edlinesites.net/pages/Schwartz\_Elementary\_School

E-mail rjones@mid-del.net

Facebook Page

http://www.facebook.com/pages/Schwartz-Elementary-School-

Twitter Handle Oklahoma/136031793104769 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\*Dr Pam Deering E-mail: Pdeering@mid-del.net

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

District Name Mid-Del Public Schools Tel. 405-737-4461

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 Tim Blanton

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

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

Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 15 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 23 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. 4 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	25	15	40
K	21	22	43
1	24	25	49
2	29	23	52
3	30	22	52
4	23	18	41
5	19	23	42
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>	171	148	319

5. Racial/ethnic composition of the school:
- 5 % American Indian or Alaska Native
  - 2 % Asian
  - 2 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 75 % White
  - 8 % 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: 9%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1	294
(5) Total transferred students in row (3) divided by total students in row (4)	0.088
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 3 %  
11 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 23 %  
 Total number students who qualify: 74

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

The state has reported that 30 % 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: 8 %  
27 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>3</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>2</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 25:1

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

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

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

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

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

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

Yes  No

If yes, select the year in which your school received the award. 2008

15. Please summarize your school mission in 25 words or less: A positive attitude plus best effort will result in maximum learning in reading, writing and math for the twenty first century and beyond.

## **PART III – SUMMARY**

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Our school is very unique. We are a very rural community that was annexed into a large urban school district in 1994. Schwartz was established in 1889 as a one room sod school. At that time, the K-8 school was vastly supported by a poor but developing farm community. The current community has shown tremendous growth and development with new subdivision neighborhoods, acreage lot homes with preexisting homes and mobile homes showing signs of aging. Rightly correlated to the community development is the socioeconomic levels of our patrons, that has been on a slow climb or increase for the better. Our school district contains 15 elementary schools. Schwartz is the only elementary that does not receive Title I funding. Our current student ethnicity population is comprised of 2% Asian, 2% African American, 5% American Indian/Alaska Native, 8% Hispanic/Latino, 8% two or more races and 75% White. The school continues to go through changes as the geographical community changes. Our school personnel, parents, and students strive to make the school atmosphere the best it can be. Schwartz continues to maintain a focus of excelling because of its long standing tradition established by early stakeholders.

Our continuation to improve and excel is fueled by the vision of school staff, students and parents. Our desire is to provide all children with quality learning experiences through the cooperative effort of school, home and community and to ensure that each student is equipped with the skills essential to become effective and contributing members of society. We place a great emphasis on creating a strong educational foundation so our secondary schools can continue to build upon it. The base of this foundation is comprised of core areas of reading, language and mathematics. These skills are taught with an encouraging, positive attitude and give your best effort mentality. Schwartz over the years has maximized this learning concept by using teaching TEAMS (Teachers Enriching Academic Mastery) in each grade level. Even today our teachers are utilizing their strengths to maintain high expectation and performance. Each grade has two teachers; one member of the teaching TEAM is strong in reading knowledge and instruction, while the other teacher is strong with math knowledge and instruction. While emphasizing the learning of core areas, our students have opportunities to develop the whole mind through other programs such as STEM, Chess, Music, Botball, Athletics, and Debate Teams. Our student's potential to participate in these extra areas of learning are highly encouraged through the school wide recognition and award celebrations titled "Stallion Stomps". Student's achievement in core learning and athletics are celebrated in "Stallion Stomps" bimonthly, along with a celebration theme. This helps create student involvement through dressing up according to the theme and displaying school pride, unity, and a positive environment. These celebrations are strongly attended by parents, grandparents, community patrons, and district personnel. The celebrations also allow the opportunity to recognize teachers, parents, and patrons for outstanding service to our school. Our school was built on school and community cooperating efforts to make the best opportunity to excel. We strive to continue that tradition.

Schwartz was recognized in 2008 as a NBR. That recognition helped move and motivate our school and community to a greater need of consistency, continuity, and communication. While some things have remained the same, some have changed. Over the past 5-6 years our state curriculum has gone through some unwavering changes. Our school's instructional goal remained consistent with a positive attitude and using the best practice in order to motivate student's best effort to learn and be prepared for their future. The directions for Schwartz has been to continually reach for excellence and strive for high performance and achievement academically, socially, physically, and culturally. Our curriculum alignment displays student progression from one grade level to another. This process has been and will continue to be a critical part of our student's academic progress from the elementary, secondary and to college prepared and readiness. Another factor is having great teachers in every classroom for instructional delivery and continually reporting a low mobility rate of personnel changes. This helps Schwartz create an atmosphere of safety and collaboration as well as a strong correlation with relationships established between school and home. Some families represent second, third, fourth, and now fifth generations as Schwartz students. Former students and parents return to Schwartz to participate in events such as Fall Festival and PTA (Parent/Teacher Association) programs, reading and math nights, vocabulary parades, Stallion Stampede (Jog-a-thon) and the list continues. Communication and collaborations between home and school are essential to continual learning and achievement. Our intermediate grades (3rd- 5th) and primary grades (PreK- 2nd) send home weekly progress monitoring reports along with classroom newsletters in a communication piece (Thursday

Folder). We continue an “open door” policy along with safety precautions, welcoming parents to volunteer or to visit their child’s room. The Schwartz faculty continues to search for new ways to make the school/home connection more effective. Our school continues to be one others request to attend.

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

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

Our Mid-Del Teaching and Learning Department, including the curriculum coordinators, works closely with the State team to ensure we are correlating with curriculum and state standards. This component is necessary in order for school curriculum and the accompanying assessments to adhere to district and Oklahoma Academic Standards (OAC).

Our District Level Curriculum Coordinators have compiled our State Standards and made these easily accessible by webpage for each and every principal, teacher, parent and student. Our district has also implemented standard pacing guides and assessment pacing guides as well. We currently utilize the assessment and technology of STAR Renaissance to help guide and direct student achievement with frequently monitored progress. Results from these assessments are available for teacher, principal, district administrators, and are shared with students and parents. The assessments assist in classroom instruction, content and skills being taught and identify areas of strength and weaknesses. These components are essential for re-teaching, differentiated instructions, individualized instruction as well as small group instructions.

The reading program is one of our primary focuses at Schwartz. The main purpose is to give students the skills needed to unlock the code of text and to reach a deeper levels of comprehension. It is also our goal to produce life-long readers who will read for many purposes: for pleasure, to answer questions, and to enhance their success in a career field. Each grade level is departmentalized with the strong interest in Reading. Teachers use a variety of pedagogical skills, strategies, and methods to ensure student achievement and progress. Our State Department implemented “The Reading Sufficiency Act” (RSA), a program designed to provide support and intervention for primary grade readers with a goal that “all children will read at or above grade level by the end of 3rd grade.” The school wide effort to reach and exceed this goal is already in place with preexisting use of Reading Buddies, book clubs, Accelerated Reading (AR), Kidbiz 3000, take home reading logs, and community reading incentive programs. This past year, all 3rd grade readers were at or above the level and demonstrated that on the 2013-2014 State Assessment.

Language is the basis for all learning. Its use is necessary to all areas of work, study, and leisure and is not simply a passive adherence to rules and regulations. The literacy development of each student begins before school with letter and sound recognition, words, and inventive spelling are just a few to mention. However we continue development with writing in primary grades. We transition to traditional writing as the student progresses and mature into a reader and writer. Our curriculum, starting with Pre-Kindergarten-Grade 12, embodies the Oklahoma Priority Academic Student Skills (PASS) and ensures all students are engaged in meaningful reading, discovering, creating, and analyzing activities using spoken, written, electronic, and visual texts. Schwartz continues to use a scaffolding of skills that guides us through our curriculum with sentence structure, formulating paragraphs, stories, and essays, all developmentally appropriate. Our continual use of Shurley English method of writing has been very instrumental in our primary grades as we continue developing writing and literacy skills. All the while our intermediate grades (3rd, 4th, and 5th) use the Four Square Writing Method to be prepared for State Writing Assessment (OCCT).

Math is an essential skill for everyday learning for every student. Math is encouraged to be discovery-learning through tactile activities and the use of manipulatives. We attempt to build that foundation in Pre-K with the mastering of concrete skills and progressing through the school years with more abstract ideas and concepts. The instructional methods in math allow the use of spiral learning, Every-Day Math, fact families, math songs, and use of technology. Our teachers engage students with manipulatives, hands-on, movement, exploring, and textbooks for more abstract approach. We believe a deep understanding of the mathematical concepts at each grade level will give students the tools they need to be successful in any college, career, or citizenship path they follow.

The Science curriculum focuses on processing skills as well as content knowledge. The primary grades instructional emphasis is on making observations, measuring using the metric system, and planning and

conducting simple investigations while practicing safety procedures. Additional areas of focus include interpreting bar graphs, and recognizing existing patterns. The intermediate grades science learning opportunities are extended for observing, measuring using a variety of tools, and making observations to be quantified. These students will also learn to classify, experiment, interpret, graph and communicate their scientific findings to others. The curriculum is aligned so 5th graders are prepared to take the State Assessment in Science, Oklahoma Core Curriculum Test (OCCT), in the month of April.

Social Studies are taught as the technical nonfiction reading branch of the literacy development. The reading skills are carried over into instructions, while specific skills for the subject are introduced and mastered. The curriculum uses various skills to learn the content, such as skimming and scanning text, compare and contrast, reviewing maps, collecting data, and interpreting graphs. The additional skills of learning are reading a geographical map, note-taking, and reading timeline. The 5th grade students are required to take content State Assessment Test (OCCT) in the month of April.

Pre-K provides core curriculum in the area of Language Arts with subgroups under that area of oral language, literacy, phonological awareness, phonemic awareness, phonics (letter knowledge and early word recognition), vocabulary, comprehension and writing. Under the core curriculum of Math, Pre-K uses Frog Street Press to teach number sense, number recognition, and pre-math skills. We use songs, poetry, rhyming, and child friendly characters to introduce numbers and skills in a positive manner. Standards that are also recognized and assessed are creative skills, health, safety, physical development, small motor skill development, science, social studies and social and personal skills. Pre-K introduces the standards and curriculum and the children continue to be assessed through third grade, with more level appropriate assessments. Success in the primary grades is evident with early education and school readiness. Teacher's in the primary grades indicate they are able to move through their curriculum faster and more in depth.

## **2. Other Curriculum Areas:**

The Fine Arts Program is an integral part of the district's approach to diversified education centered on core curriculum. Music and Visual Art are core curriculum and Arts for all children in our district is approached through rigorous arts education classes and integration with other academic disciplines. There are objectives in place for Visual Arts and those objectives are tested using a benchmark test in May of each school year. Students receive instruction in the Visual and Performing Arts during their activity classes. Kindergarten-5th grade students attend these classes at least fifty minutes a day. The 3rd-5th grade students alternate every other day with physical education and music. The Kindergarten-2nd grade students alternate daily with 20 minute intervals between PE and music. Evidence of our teachers, students, and parents love for the arts is captured on our school walls, nights of performances, District Elementary Music Festival, Physical Education Gymboree, Stallion Stomps and Facebook postings.

The Foreign Language offered to our students is Spanish. Through the study of other languages, students also gain knowledge and understanding of the culture that use that language. The district provides the 5th grade students a traveling Spanish Teacher for one quarter of the year. The language specialist makes the learning fun by utilizing songs, poetry, repetition, visuals and technology as well as student experiences. Schwartz students are required to end the quarter of content with a benchmark assessment. Students much pass with 70% or better.

Our Advance Learning Program is to ensure that our most able learners are challenged to meet their highest potential and that curriculum and learning opportunities are in line with their needs, interests, and abilities. The program is provided for students from Kindergarten to 5th grade. Students can be recommended and then an identification process of screening and selection based on multiple and specific criteria (both qualitative and quantitative) with the use of a selection committee. Once the student qualifies, they attend this class once a week for the entire school day. The Kindergarten, 1st, and 2nd grade students are combined to make a full class. On the other hand, 3rd, 4th and 5th grade students utilize a separate day because the participation numbers are larger. The learning opportunities for these students are appropriately differentiated and substantive and are linked meaningfully to the core content areas of language, math, social studies and science both in and out of the general education classroom.

S.T.E.M. is an acronym for Science, Technology, Engineering and Mathematics, but it encompasses and incorporates all of the curriculum content areas. S.T.E.M. has also been accurately described as, “Strategies That Engage Minds.” It is enhanced, in-depth instructional practices, infused with literacy, that promote exploratory, innovative, and engaged learning that will prepare our students to be scientifically, mathematically, and technology literate in the 21st century world! We have had the opportunity to implement the program this year of 2014-2015 in the area of Bot-ball. Our student interest has been great and we have had to scale back the number of participants. It has been implemented with 4th and 5th grade students, with a participant number of 35-45 students. Our issues of concern have been with funds, materials/supplies, time and space.

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

Schwartz mission is to be consistent and continually striving to excel in all areas. However our targeted focus remains to be math and reading. The leadership continues to lead that path with classrooms being departmentalized. Teachers continue to teach their strengths of reading/language or math at each grade level. Our core subject area classrooms are focused and dedicated on building academic vocabulary, thinking maps, close reading, chunking information, entry and exit tickets and songs/chants for memory. Math is inundated with number sense skills to abstractly solving multiple step word problems. We believe if we build on prior knowledge, our student can relate to create a successful math program. The ELA, Science and SS are print rich environment to reinforce skills from basic to more complex. A learning strategy that is widely emphasized is “chunking” information into small digestible bites, and to then continually build on that information.

Our faculty performs this task successfully by utilizing Marzano’s Six Step Method of Building Academic Vocabulary. Teacher gives description, explanation, or example. Students restate the description, explanation, or example in their own words in BAV notebook. Students then construct a picture, symbol or graphic representing the term. Students will periodically engage in activities that helps gain knowledge of the term. Students will also periodically discuss with each other about the term. Finally, students periodically engage in games or play using the terms to develop a deeper understanding of the vocabulary words. Teachers continue to teach math multiple songs or chants. Our students are observed from 2nd– 5th grade reciting those songs and continue to use them well into the secondary years of school. All subject areas continue to use hands-on and manipulatives to direct instructional learning. Thinking maps are also used throughout the entire building for every subject. This effective tool uses visual patterns for depth and complexity of critical thinking. It is the visually mapping of concepts and information in ways that naturally make sense to students and allows them to become actively involved in the process of gaining knowledge. Close Reading is another strategy or technique that has been implemented school wide and allows the students to become very actively involved with learning. The entry and exit tickets are widespread. Teachers check for understanding of skill or concepts with quick informal assessment before entering or exiting the classroom. These strategies or modalities allow a common language and vertical alignment for instructional strategies throughout the entire building, across disciplines, grade levels and classrooms.

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

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

any changes have added to the drop or decrease in our math data; all in 2011, critical and important math teacher made a vertical and career move, new State assessment system (A-F Report card), change of the OPI- Score ranges, the wavering of state standards and change of principals (2010-11). However, students learning and the responsibility to educate them, remain the same. Schwartz is still in the business of students. We know having a positive attitude, giving our best effort, and having the best personnel in the right place creates a successful students. Our data meetings and dialogues are constant discussion of the founded data regarding math scores and the widening growth gap. Schwartz's most recent or current testing data has reported a decrease for Math the past two years in 4th and 5th grade students. Math overall is a core and targeted focus, with an urgent emphasis in 4th and 5th. When analyzing the data from state reports, the disaggregated group results and by standards and objectives, we notice that number operations and measurement are areas of needed focus. with greatest emphasis on number operations. The continuity and collaboration are essential for closing this gap. It has caused the dialogue for teams to review vertically alignment of strategies and focus of skills. Even more common frequent data, STAR math, has been implemented and monitored monthly to guide instruction and intervention methods for students on watch or not at benchmark level. Our primary grades (Pre-K-3rd) continue to place focus on math fact programs and results are great. The math for intermediate grades (4th and 5th) had moved away from math fact emphasis, and after discover number operations is a concern on state assessment (OCCT), have re-established the strategies into weekly instructional practices. Closely looking at student performance and tracking their outcome has brought attention to some pedagogy that needs to remain consistent Pre-K- 5th and grade level appropriate. We implemented focus groups targeting skills, small groups, and tutoring groups that focus math, as well as reading skills. All the while, Schwartz continues to keep its focus on the child. Our student's academic growth, success and progress have been and will continue to be our goal, motivating a life-long learner.

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

Great schools and communities work cooperative for the same cause toward the same goal. Our cause and goal is student achievement. The Schwartz faculty and staff know that good communication is an essential to that lead to healthy school, home and community relationships and ultimately to better student performance. We must inform and communicate to parents in several instances to meet state regulations, such as school's A-F Report Card results, Oversight Board and Accountability Report, and Parent /Teacher Conferences. Our State Department places schools State Report Card (A-F Report) on line for accessibility for everyone. Parent and Teacher Conferences are an open dialogue that starts before school begins in August (Meet Your Teacher Night). Teachers set expectations high but attainable. This is communicated from the start to parents and students. The reviewing of assessment results is on a special Faculty Professional Day- Data Day. This data collecting day is shared with parents and Central Office Administrative Team. The faculty meets for analyzing, discussion, and dialogue of OCCT, district frequent common assessments (STAR), and other collected data or work results that is pertinent to the meeting time. The STAR is a computer adaptive testing program with frequency assessments, quick data reports, graphs, instructional and interventions components, and comparison data with state standards and assessments. The sharing and collaboration is completed in horizontal team meetings and in vertical team meetings. The teams may include regular teacher, reading specialist/instructional coach, special education teacher, principal, speech pathologist, media specialist, and Advance Learning teacher. Each person keeps a Data Notebook for referencing at any time needed with colleague discussion as well for parent-teacher meetings. The parent-teacher meeting is a very vital meeting for student progression and achievement. The line of communication is a must for the sharing and discussing of current learning results and for planning the future goals. Parents have access to Power Parent, district web base connection for parents to access their student's weekly progress, attendance, and performance. This connection also have school calendar, events, and contact information to reach teachers and principal. The school sends home weekly progress reports in Thursday Folders. When great teams are communicating and collaborating, great results are bound to happen.

## **Part VI School Support**

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

It has been a long standing tradition of Schwartz to succeed and give your best. Students being third, fourth and fifth generation members know the expectations and legacy that has been set.

Schwartz is like a small town, everyone knows each other. A general statement is students don't care what you know, until they know how much you care. Our students are greeted in the mornings at school with hugs, high fives, knuckle bumps, and/or smiles. The principal and staff are leading this charge. Morning announcements and assemblies are led by 5th grade students, a small act of student empowerment. These students are modeling and demonstrating to others students to practice and look forward to being leaders in the near future. The special events and activities are another way of encouraging and building up student motivation and involvement. Our celebrations are STOMP assemblies with a dress up theme. The students, staff, and principal dress up according to theme. We recognize students for Reading, Math, Special Awards and Students of Month (Super Star Stallions). Teachers and others are also recognized. People are more likely to do more when they are appreciated and praised more for their efforts and when they are asked or empowered to do it. Students have active involvement during Stallion Stomps, daily announcements, daily routines and procedures, special events, athletics and student organizations. By allowing students to be important and vital, they become motivated to give their best, all the while encouraging others to give their best. We are a school cultivating a positive and accepting atmosphere of cooperation and team work. Communication between teachers helps build a sense of unity and teamwork that promotes continuity for the students and parents. The school, home and community choose to team up and work together to give students a great place to learn. We keep an open line of communication with parents, informing them of student growth and success, as well short fallings. This keeps us mindful of our target, a continuation of striving to do better. In regards to student achievement, we ensure student's academic growth or progress, do whatever it takes to build and continue positive relationships, and help protect daily instructional time. We stand together and work as a team to protect those goals. Our students know that at Schwartz, "Education is a ride of a lifetime".

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

Schwartz Elementary builds success and school improvement through many different community works, such as Mid-Del Kiwanis Club, Think Through Math, Thunder Basketball Organization, and a local community fundraiser, SWAG Week.

The first community organization is the Mid-Del Kiwanis Club. Schwartz works collectively with Kiwanis in a program called BUGS (Bring Up Grades) to help motivate students to raise or maintain their grades, in order to earn prizes. Kiwanis provides prizes, including two bikes to be given away to students who earn them. We have found this collaboration with Kiwanis a beneficial and successful way to help motivate our students.

The second organization is Think Through Math. It's an internet based computer program that our students can work on from home, as well as school. In doing so, they earn points. The points turn into money in which the students choose what charity the money should help fund. This gives the students an opportunity to not only get stronger in their math skills and earn certificates for their hard work, but to build a sense of accomplishment in helping their community. Thus far, our students have donated to the St. Jude Children's Research Hospital, The Regional Food Bank of Oklahoma and The Community Food Bank of Eastern Oklahoma.

Oklahoma City Thunder is another community organization we collaborate with to promote reading. The Oklahoma City Thunder brings a small bus to our school filled with books and allows our students to choose a free book and book mark. These students not only receive a book they can read and keep, they are excited by the opportunity to have a professional athlete encourage them to read.

The final community outreach program is SWAG (Student With A Goal) Week. This is a community project Schwartz participates in every year. We collaborate with two other feeder Elementary Schools, our feeder High School, as well as multiple community businesses such as the local skating rink, a local pizza restaurant and a local bank, in order to raise money to help a family in our community with special needs. Schwartz Elementary feels this community outreach doesn't necessarily help our students with reading and math skills, but character education skills. It focuses on teamwork to help others accomplish a common goal.

### **3. Professional Development**

Our professional development pursuits are vastly related to OCCT (Oklahoma Core Content Test) results and TLE (Teacher Learning Evaluation). The professional development related to testing, allows our faculty and staff to meet and discuss data results, assist in planning instructional and interventions, tutoring teams, small groups and focus skills. The TLE professional development is generated and planned from District's Administration level but is training that also directly affects classroom instruction and provides teachers the opportunity to continually enhance their pedagogical skills. However, our teachers have an attitude of being a life-long learners, which is practiced and modeled in their classrooms. When the Schwartz teachers become learners, it creates a paradigm shift that is carried over into the classroom. The professional development programs we participate in strongly impact the instructional methods, positive classroom environment and a commitment to providing a valued and structured learning environment for students. These professionals are dedicated to being effective leaders and instructors in their classrooms and in their career of choice. The entire faculty has participated with the Kagan Cooperative Learning training, Marzano's Building Academic Vocabulary, and Classroom Instructions That Works. All three strongly impact student learning and achievement and are predominant instructional practices utilized throughout our school. A selected team was allowed to participate in the professional development of Model School Conference. This team was able to return from the summer of 2014 to discuss and share with their colleagues. Some TEAMS have implemented a neighborhood blitz, an event prior to returning to school from summer break where teachers go and meet students and parents at their home and welcome them to the new grade and class. This has been another effective way of building relationships. The students and parents have talked about it all year and it has made an impact on communication. We have also implemented a change of faculty meetings. The change is faculty/PD meetings. The principal uses a fraction of time for information disbursement, the other time is used by a grade level (hosting in their room) sharing a best practice or routine procedures practiced in that grade level. This is a great time of sharing, reflecting, and observing effective teaching strategies. Our Schwartz staff utilizes professional development opportunities to continue learning, to enhance instructional methods and to stay current with research based strategies for student achievement.

### **4. School Leadership**

Our principal cultivates a very open and friendly culture and school climate. He welcomes input and encourages collaboration among the staff. As an instructional leader, he shares new ideas and encourages innovativeness through webinars, professional development opportunities, and sharing grade level "idea fairs" in our staff meetings. Our staff is open and responsive to new approaches and learning from each other. We celebrate and motivate as a school body through assemblies that recognize student and staff accomplishments and these assemblies are always well attended by parents and patrons. Our school tries to make everyone feel valued and a part. The leadership role of Schwartz is one that encourages, models, and leads by example. It is almost that Three Musketeer quote, "one for all and all for one". The principal is all about the whole child and whole person, every student every day. There is a strong sense of community that supports students academically, socially and emotionally for the whole child. (PP)

The faculty and staff are empowered to create an environment that is positive, encouraging, friendly, and professional. We work at establishing and continuing positive communication and relationships and continuous academic achievement. We strongly believe and practice school, home and community locking

arms and working as a cooperative and collaborating body. Student success and achievement in all aspects is evident.

The principal has been at Schwartz for four consecutive years and continues those philosophies that were in place for success. His thought of changes or doing this his way is not a factor. The thought has been and continues to be, we will do what is best for all. We have encouraged our older students take more of a leadership role and lead the younger students by example. For instance, encouraging the 5th graders to participate and start the day with morning announcements and leading the bi-monthly Stomp assemblies. The principal closes the day with afternoon announcements, and gives school wide “shout outs”, giving praises and celebrating the student and staff daily successes as well as bragging on learning skills or concepts observed in the classroom for the day. Some of the primary classes allow the principal to give parents a positive phone call to brag on their student we call a “Ring-a-Ling”. All these seem small and insignificant; however, have a great impact. They affect student’s self-esteem, positive attitude, and belief in themselves and lead them to believe they can conquer the world. They are willing to learn, set goals, and accomplish those goals, academically, socially, emotionally and athletically. The focus is the whole child.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Oklahoma Core Curriculum Test (OCCT)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside, Pearson, and CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	100	97	100	98	100
Advanced	91	69	70	62	71
Number of students tested	34	36	40	45	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	89	100	100	100
Advanced	80	56	71	50	50
Number of students tested	5	9	14	4	12
<b>2. Students receiving Special Education</b>					
Proficient and above	100	100	100	86	100
Advanced	100	0	0	43	50
Number of students tested	2	3	2	7	4
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	0	100	0	100	100
Advanced	0	33	0	100	100
Number of students tested	0	3	0	1	2
<b>5. African- American Students</b>					
Proficient and above	0	0	100	100	0
Advanced	0	0	0	0	0
Number of students tested	0	0	1	1	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	100	100	100
Advanced	100	50	75	60	86
Number of students tested	3	2	8	10	6
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	100	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
<b>9. White Students</b>					
Proficient and above	100	97	100	97	100
Advanced	90	73	73	64	65
Number of students tested	30	30	30	33	26
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	0	0	0
Advanced	100	100	0	0	0
Number of students tested	1	1	0	0	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Oklahoma Core Curriculum Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside, Pearson, and CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	91	85	92	100	94
Advanced	29	18	27	44	44
Number of students tested	35	34	48	32	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	70	92	90	100	100
Advanced	30	17	10	50	25
Number of students tested	10	12	10	8	12
<b>2. Students receiving Special Education</b>					
Proficient and above	67	0	100	100	80
Advanced	0	0	17	25	20
Number of students tested	3	3	6	4	10
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	0	100
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	2
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	0	100	100	100
Advanced	0	0	0	50	0
Number of students tested	1	0	1	2	3
<b>5. African- American Students</b>					
Proficient and above	0	0	50	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	2	0	0
<b>6. Asian Students</b>					
Proficient and above	100	0	100	0	0
Advanced	0	0	100	0	0
Number of students tested	1	0	1	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	83	88	100	89
Advanced	0	17	25	20	56

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	6	8	10	9
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	100	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	0
<b>9. White Students</b>					
Proficient and above	89	88	94	100	95
Advanced	36	20	28	55	45
Number of students tested	28	25	36	20	20
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	50	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	2	0	0	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Oklahoma Core Curriculum Test (OCCT)</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside, Pearson, and CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	74	88	90	98	88
Advanced	24	38	33	55	65
Number of students tested	38	42	30	42	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	58	75	89	93	89
Advanced	8	38	22	64	56
Number of students tested	12	8	9	14	9
<b>2. Students receiving Special Education</b>					
Proficient and above	0	25	67	90	80
Advanced	0	0	0	20	20
Number of students tested	3	4	3	10	5
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	100	100	50
Advanced	0	0	0	75	50
Number of students tested	1	2	3	4	1
<b>5. African- American Students</b>					
Proficient and above	0	50	0	50	67
Advanced	0	0	0	50	33
Number of students tested	0	2	0	2	3
<b>6. Asian Students</b>					
Proficient and above	0	100	0	100	0
Advanced	0	100	0	100	0
Number of students tested	0	1	0	1	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	83	88	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	50	50	17	50	50
Number of students tested	6	8	6	14	4
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	100	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	0	0	0	0
<b>9. White Students</b>					
Proficient and above	72	89	86	100	92
Advanced	21	39	43	52	72
Number of students tested	29	28	21	21	25
<b>10. Two or More Races identified Students</b>					
Proficient and above	0	100	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	0	0	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Oklahoma Core Curriculum Test (OCCT)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside, Pearson, and CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	100	100	100	100	97
Advanced	6	14	13	24	6
Number of students tested	34	36	40	45	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	100	100	100	100
Advanced	0	11	21	0	8
Number of students tested	5	9	14	4	12
<b>2. Students receiving Special Education</b>					
Proficient and above	100	33	100	100	75
Advanced	0	0	0	0	0
Number of students tested	2	3	2	7	4
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	0	100	0	100	100
Advanced	0	0	0	0	0
Number of students tested	0	3	0	1	2
<b>5. African- American Students</b>					
Proficient and above	0	0	100	50	0
Advanced	0	0	0	50	0
Number of students tested	0	0	1	2	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	0	0	13	10	0
Number of students tested	3	2	8	10	7
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	100	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
<b>9. White Students</b>					
Proficient and above	100	100	100	100	96
Advanced	7	13	13	27	8
Number of students tested	30	30	30	33	26
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	0	0	0
Advanced	0	100	0	0	0
Number of students tested	1	1	0	0	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Oklahoma Core Curriculum Test (OCCT)</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside, Pearson, and CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	97	100	98	97	100
Advanced	20	15	10	28	9
Number of students tested	35	34	48	32	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	100	90	100	92
Advanced	20	8	10	50	8
Number of students tested	10	12	10	8	12
<b>2. Students receiving Special Education</b>					
Proficient and above	67	67	100	100	100
Advanced	0	0	0	25	0
Number of students tested	3	3	6	4	10
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	0	100
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	2
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	0	100	100	100
Advanced	0	0	0	100	0
Number of students tested	4	0	1	2	3
<b>5. African- American Students</b>					
Proficient and above	0	0	50	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	2	0	0
<b>6. Asian Students</b>					
Proficient and above	100	0	100	0	0
Advanced	0	0	0	0	0
Number of students tested	1	0	1	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	100	90	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	0	50	0	10	0
Number of students tested	1	6	8	10	9
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	100	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	0
<b>9. White Students</b>					
Proficient and above	96	100	100	100	100
Advanced	25	8	14	30	15
Number of students tested	28	25	36	20	20
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	2	0	0	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Oklahoma Core Curriculum Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside, Pearson, and CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	95	93	97	100	100
Advanced	32	19	43	26	35
Number of students tested	38	42	30	42	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	92	63	100	100	100
Advanced	33	0	33	7	44
Number of students tested	12	8	9	14	9
<b>2. Students receiving Special Education</b>					
Proficient and above	33	25	33	100	40
Advanced	0	25	0	10	0
Number of students tested	3	4	3	10	5
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	100	100	100
Advanced	0	50	0	100	50
Number of students tested	1	2	3	4	2
<b>5. African- American Students</b>					
Proficient and above	0	50	0	100	100
Advanced	0	0	0	0	33
Number of students tested	0	2	0	2	3
<b>6. Asian Students</b>					
Proficient and above	0	0	0	100	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	100	100	100
Advanced	50	100	33	21	25

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	6	1	6	14	4
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	0	0	0	0
<b>9. White Students</b>					
Proficient and above	97	96	95	100	100
Advanced	31	14	52	38	36
Number of students tested	29	28	21	21	25
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	0	0	0
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

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