

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal: Ms. Marilyn Sherry Kellert
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Belle Isle Enterprise Middle School
(As it should appear in the official records)

School Mailing 5904 North Villa Avenue
Street/P.O. Box

Address Oklahoma City, Oklahoma 73112-7157
City State Zip Code+4 (9 digits)

Tel. Tel. (405) 843-0888 Fax (405) 841-3127

Website/URL www.BIEMS.org Email lskellert@okcps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mr. Bob Moore
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Oklahoma City Public Schools Tel. (405) 587-0000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board Mr. Cliff Hudson, Chairman
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

**Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

- Number of schools in the district:

<u> 59 </u>	Elementary schools
<u> 8 </u>	Middle schools
<u> 0 </u>	Junior high schools
<u> 9 </u>	High schools
<u> 6 </u>	Other (Alternative Centers)
<u> 9 </u>	Other (Charter schools connected to Oklahoma City Public Schools)
<u> 91 </u>	TOTAL

- District Per Pupil Expenditure: \$ 6,760.00
 Average State Per Pupil Expenditure: \$ 6,125.00

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

- 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

- Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	62	89	151
1				8	43	65	108
2				9			
3				10			
4				11			
5				12			
6	71	81	152	Other			
TOTAL STUDENTS IN SCHOOL							411

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|---|
| <u>4</u> | % American Indian or Alaska Native |
| <u>9</u> | % Asian |
| <u>23</u> | % Black or African American |
| <u>18</u> | % Hispanic or Latino |
| <u>0</u> | % Native Hawaiian or Other Pacific Islander |
| <u>46</u> | % White |

100% Total

7. Student turnover, or mobility rate, during the past year: 11.7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	38
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1	411
(5)	Subtotal in row (3) divided by total in row (4)	117
(6)	Amount in row (5) multiplied by 100	11.7

8. Limited English Proficient students in the school: 18.7 %
77 Total Number Limited English Proficient

Number of languages represented: 8

Specify languages:

Spanish Vietnamese Chinese Laotian Farsi Cantonese
Hindi Yoruba

9. Students eligible for free/reduced-priced meals: 59 %

242 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{2}{8}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 3 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 3 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 21 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 1 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 2 </u>	<u> 1 </u>
Total number	<u> 28 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 20/1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.5%	97.1%	96.6%	95.8%	95.1%
Daily teacher attendance	96.0%	96.6%	93.9%	94.4%	95.1%
Teacher turnover rate	9%	27%	9%	21%	0%
Student dropout rate	0.0%	0.0%	2.4%	0.0%	0.0%
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement.

Belle Isle Enterprise Middle School, Oklahoma City, Oklahoma is a state accredited, site-based Oklahoma City public school of choice with direct parental and community involvement. The school’s mission and values statement is detailed and can best be summarized in the school’s motto: *Academics, Character, and Community...Second to None.*

The initial proposal for the school was developed and submitted by a grassroots group of parents and community members responding to the Oklahoma City Public Schools District’s enterprise policy to increase school choice and education reform. The initiating group of parents and community members incorporated BIEMS (BIEMS, Inc.) as a membership supported not-for-profit corporation with parents comprising the majority of its membership. Each year members elect a Board of Directors charged with the management of the corporation with responsibilities including the development of school policies and standards addressing academic requirements, admission standards, student ethics, student uniforms, and school curriculum. In turn, it is the responsibility of the administrators, faculty members, parents, and students to uphold these policies and standards.

Comparable to Oklahoma City Public Schools magnet and specialty schools, enrollment for Belle Isle Enterprise is by application and is open to all middle school students who have indicated they are prepared for the school’s accelerated academic program. Graduates leave Belle Isle Enterprise well prepared for any high school in the metropolitan and suburban areas as well as the metro area’s private and parochial schools.

Belle Isle Enterprise’s curriculum follows the Core Knowledge Sequence, a sequential learning series developed by E.D. Hirsch, a nationally acclaimed education reformer. The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge children should learn in American schools and offers a coherent plan that builds year by year, helping to prevent the many repetitions and gaps in instruction that can result from vague curricular guidelines. In an eight-block class schedule setting, all students receive accelerated, in-depth instruction in language arts, mathematics, science, social studies, foreign language, and technology. Students have the opportunity to gain up to four high school credits before graduating, allowing them to take advantage of more upper-level math and foreign language classes in high school.

In accordance with Effective Schools Research, Belle Isle Enterprise's mission and values statement recognizes the importance of creating a school climate that fosters learning. By following the practices of *Great Expectations*, Belle Isle Enterprise has created a school climate of mutual respect and high expectations for all students. Teachers and students not only hold themselves accountable for upholding the school's honor code but hold each other accountable as well. A school-wide philosophy of continuous improvement guides all stakeholders in pursuing better ways to enhance and support student achievement.

The combination of an accelerated program with high expectations for all students and strong parent and community involvement have worked together to achieve outstanding results. This year Belle Isle Enterprise was recognized by the Oklahoma State Department of Education as one of the top ten schools in the state.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Belle Isle Enterprise Middle School student reading scores have increased annually according to the results of the Oklahoma state mandated criterion-referenced reading test administered to all eighth grade students. In the spring of 2003, 96% of Belle Isle Enterprise's eighth grade students scored in the categories of advanced and satisfactory in reading, the highest reading scores in the Oklahoma City Public School District. Not one student scored in the category of unsatisfactory. High reading achievement was consistent among students in all ethnic, gender, and socio-economic subgroups.

Student reading comprehension scores on the Iowa Test of Basic Skills, a national norm-referenced test, ranked these same students in the top 30% of eighth grade students in the nation. Belle Isle Enterprise sixth and seventh grade students also scored in the top 30% of students in the nation in their grade levels.

Belle Isle Enterprise Middle School student mathematics scores also have increased annually according to the results of the Oklahoma state mandated criterion-referenced math test administered to all eighth grade students. In the spring of 2003, 95% of Belle Isle Enterprise's eighth grade students scored in the categories of advanced and satisfactory in mathematics, the highest math scores in the Oklahoma City Public School District. The percentage of students scoring in the advanced category increased from 12% in 2002 to 20 % in 2003. Not one student scored in the category of unsatisfactory. High mathematics achievement was consistent among students in all ethnic, gender, and socio-economic subgroups.

Student scores in mathematics on the Iowa Test of Basic Skills, a national norm-referenced test, ranked these same students in the top 35% of eighth grade students in the nation. Belle Isle Enterprise sixth and seventh grade students also scored in the top 30% of students in the nation in their grade levels.

Each year the Oklahoma State Department of Education calculates an Academic Performance Index score (API) for each public school in the state. This score is largely based on a school's performance in reading and math on the state criterion-referenced tests with a score of 1500 as the highest score attainable. In December of 2003 Belle Isle Enterprise Middle School received an API score of 1407, the sixth highest score of 1,857 schools in the state of Oklahoma.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Belle Isle Enterprise Middle School teachers and administrators analyze assessment data from the state criterion-referenced tests in each subject area tested to evaluate the school's curriculum and to make adjustments where gaps are found. An example of this process is best illustrated in the subject area of history. In 2001, the first year eighth grade students were assessed in history, Belle Isle Enterprise students scored a 63% in the satisfactory category. Several previously taught units were replaced with units covering early American history, and the following year Belle Isle Enterprise student history scores rose to 92% in the satisfactory category. This same process is used in all subject areas to improve instruction.

Administrators use Iowa Test of Basic Skills results to compile spreadsheets of individual student performance in math and reading. Spreadsheets identify individual students who are performing below the 25th percentile, below the 50th percentile, and above the 90th percentile in these subject areas. This information is used by all core subject teachers to give extra instruction and tutoring to students who are performing at a below-proficiency level as well as to ensure high-performing students are challenged to use higher-level thinking skills.

STAR reading test scores of all students are analyzed twice a year to determine the appropriate reading level of books students will read during the school year to ensure all will progress in reading ability. Accelerated Reader scores are continually monitored by all advisory teachers to determine if students are progressing.

Student Iowa Test of Basic Skills math scores help math teachers initially place students in the appropriate math classes.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Individual student test scores on the state criterion-reference test and the Iowa Test of Basic Skills are mailed home to parents at the end of each school year. A school annual data report called the school report card is also mailed to each parent. The report card shares the school's test scores as well as other data, such as student enrollment, attendance, and drop-out data. The same information is shared with parents and other members of the community before spring and winter orchestra, band, and vocal music concerts. The principal prepares and presents a monthly report of the school's progress at each Belle Isle Enterprise Middle School, Inc. Board of Directors meeting. All meetings are posted and open to the public.

Belle Isle Enterprise test scores and state Academic Performance Index scores are reported to the community through the local media. This information was reported in state and local newspapers, *The Oklahoman*, *The Oklahoma Gazette*, and several other local newspapers. Belle Isle Enterprise's performance was also featured on KTOK radio, a local news radio station and is reported on the school's website, www.BIEMS.org. An annual open house is held at the school site for the public to view a PowerPoint presentation of the school's accomplishments, curriculum, and school activities and to participate in guided tours of the school. This same information is shared with parents of district elementary school students during evening parent meetings at the individual school sites.

Administrators meet with eighth grade students in small groups prior to spring state mandated testing. This meeting includes a PowerPoint presentation showing students test score trends in past years and information on how scores are determined.

4. Describe in one-half page how the school will share its successes with other schools.

The principal of Belle Isle Enterprise Middle School meets monthly with other elementary, middle, and high school principals in the same Oklahoma City Public Schools feeder group. During these meetings principals share methods, strategies, and practices proven to be successful in raising student performance in their own individual schools. Belle Isle Enterprise teachers attend District subject area meetings for the same purpose. The principal was also given the opportunity to share Belle Isle Enterprise's successes with principals across the state of Oklahoma as a member of Principals Academy and as a presenter at the annual CCOSA state conference.

The school's mathematics team leader meets regularly with other math teachers in the area to share methods, strategies, and practices and has presented briefings to math teachers from all over the state.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The basis for Belle Isle Enterprise Middle School's curriculum is the Core Knowledge Sequence, a sequential learning series developed by E.D. Hirsch, a nationally acclaimed education reformer. The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge children should learn in American schools and offers a coherent plan that builds year by year, helping to prevent the many repetitions and gaps in instruction that can result from vague curricular guidelines. The curriculum is not textbook based and requires teachers to draw from a variety of resources to teach content. Some adjustments in the Core Knowledge sequence, mainly in social studies, have been made to ensure all content areas covered on the state criterion-referenced tests have been taught.

An A/B block schedule and a longer school day allow students to take eight classes. All students in grades 6-8 are required to take language arts, science, social studies, mathematics, and foreign language. Sixth grade students are required to take a semester of computer, a semester of physical education, and a year of music. Seventh and eighth grade students may take advanced courses in these subjects as elective classes.

English classes read a variety of classical and modern literature. Authors include Shakespeare, Emily Dickenson, Robert Frost, Maya Angelou, and Langston Hughes. Writing is emphasized in all grades. Students learn to produce reports, poetry, descriptive essays, persuasive essays, and research papers.

Belle Isle Enterprise students choose from a variety of mathematics classes depending on their abilities and developmental levels. Honors mathematics is offered to sixth grade students, and pre-algebra, Algebra I, and Geometry I are offered to seventh and eighth grade students.

Sixth grade social studies classes concentrate on the study of ancient history, the Industrial Revolution in the United States, the French Revolution, and world religions. Seventh grade students study the 1900s-1940s in U.S. history with extensive units covering capitalism, WWI, and WWII. Eighth grade students study the 1950s-1970s in U.S. history, China, the Middle East, and Early American history. Geography is taught in all three grades.

Science classes in all grades are general science classes. The eighth grade science curriculum includes units on electricity, magnetism, electromagnetic radiation and light, and sound waves. Seventh grade units include atomic structure, cell division and genetics, and chemistry. Sixth grade units include mechanical concepts of physics, astronomy, volcanoes and plate tectonics, oceans, and the human body.

All Belle Isle Enterprise students choose either French or Spanish as a core class for all three years. All students take Latin in seventh and eighth grade. This extensive foreign language curriculum allows students to leave eighth grade with high school credits in Spanish or French and Latin.

Fine arts classes include orchestra, band, vocal music, music appreciation, girls' choir, mixed choir, musical theater and visual arts. Fine arts teachers incorporate Core Knowledge unit study into their classes whenever possible.

Elective classes include technology education, health, prevention (drug and alcohol), young adult literature, newspaper, yearbook, study skills, research, and *Seven Habits of Highly Effective Teens*.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

Belle Isle Enterprise's English curriculum follows the Core Knowledge Sequence with the philosophy that greater diversity leads to greater breadth and depth of learning. Much of the literature taught can be found in *Realms of Gold*, three volumes of poems, short stories, essays, speeches, and biographies. Students read novels which include Homer's *The Iliad* and *The Odyssey*, Upton Sinclair's *The Jungle*, Mark Twain's *The Prince and the Pauper*, and Anne Frank's *Diary of a Young Girl* as well as Shakespearean plays such as *Julius Caesar* and *Twelfth Night*. Other examples of student readings include poetry (Poe, Tennyson, Shelley, Cummings, Hughes), essays and speeches (F.D. Roosevelt, Thurber, M.L. King), and short stories (Chekov, O. Henry, de Maupassant).

Becoming an effective writer allows students to develop their ideas to the fullest potential and to communicate those ideas to others. Students are taught the processes of writing essays, poetry, speeches, research papers, letters, and short stories. In eighth grade instruction emphasizes repeated expository writing. Students learn to examine their expository work with attention to unity, coherence, and emphasis. Paragraphs must have a unified focus, be developed with evidence and examples, and have transitions between them.

Students are given many opportunities for reading. Besides the required readings, Belle Isle Enterprise has implemented Accelerated Reader in all grades with great success. Teachers explain the individual reading levels to every student, ensuring that each student reads books of choice within his or her zone of proximal development. Twenty-five minutes a day is reserved exclusively for reading, and reading outside of school hours is a must in order for students to meet their individual reading goals for each quarter.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Belle Isle Enterprise's Fine Arts program is tightly tied to the school's mission statement. First, education in the arts promotes creativity and enhances cultural understanding. Students have the choice to participate in a variety of large and small musical ensembles and art classes. Using the Core Knowledge Curriculum, Fine Arts teachers incorporate music and art from many different cultures to give students a diverse arts

experience. Students are part of an arts community that functions as a large group. They are also encouraged to perform individually, whether that is a solo instrumental performance or an art showing. Arts education is important to the educational environment of the school. Fine Arts teachers incorporate reading, writing, math, and science to help students make connections to the core classes. Arts education helps students to develop responsibility, dedication, perseverance, self-esteem, and many other character traits. Students develop the fundamental skills necessary to maximize their potential and prepare them for the future.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

All Belle Isle Enterprise teachers practice the *Essential Elements of Instruction* based on the research and theories of Madeline Hunter. The four skill areas of teaching to an objective, active participation, anticipatory set, and closure ensure that all information, questions, activities, and responses initiated by teachers are congruent with the objectives of all lessons and that all students are actively engaged in the learning.

Belle Isle Enterprise teachers also implement the practices of *Great Expectations*, a research-proven, reform model program combining the best practices of good teaching with the teaching of social competencies to students. The use of this integrated, holistic model teaches students to become self-directed learners, productive citizens, effective communicators, critical thinkers, and cooperative contributors in the classroom, as well as in society.

Dr. Lee Jenkins *Improving Student Learning: Applying Dr. Deming's Quality Principles in Classrooms* focuses on continuous improvement in the classroom. Core teachers develop a list of the 100 most important facts their students need to know before they leave their classrooms at the end of a school year. Students are quizzed each week with ten randomly selected questions based on the 100 facts, and individual and class scores are graphed throughout the year.

Other strategies used in Belle Isle Enterprise classrooms include *Hypothesis Based Learning*, cooperative learning, and performance-based instruction.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

All Belle Isle Enterprise certified staff members are required to earn 75 staff development points (1 point = 1 hour) over a five-year period. Required professional development includes parent outreach and multicultural sessions. Because Belle Isle Enterprise students are performing at a high level, school staff is exempt from most district required training which focuses on low-performing students. Therefore, the school has had the opportunity to develop its own professional development plan which best fits the needs of the school. All Belle Isle Enterprise classroom teachers are required to receive training in Core Knowledge methodology to provide their students with an accelerated curriculum for gifted students and regular education students which teaches them a body of knowledge crucial for successful and productive communication in our society. According to Dr. E. D. Hirsch, "Cultural literacy constitutes the only sure avenue of opportunity for disadvantaged children." All Belle Isle Enterprise classroom teachers are required to receive training in Great Expectations methodology, which focuses on creating a positive school climate conducive to student learning, and Essential Elements of Instruction which provides teachers with the skills and practices they need to give students the best instruction possible.

More than half of Belle Isle Enterprise teachers have received OKTechmasters advanced technology training to learn how to use the latest technology available to enhance student learning. In recent years, Belle Isle Enterprise certified staff members have also received training in Marco Polo, Team Building, DISC, Front Page, Improving Student Learning, Performance Series, Interpreting Data, 10 Strategies for Increasing Student Performance, and Active Participation. Teachers also pursue additional training in their specific subject areas.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): _____
 (Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes _____ No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

2. What is the educational cost per student? \$ _____
 (School budget divided by enrollment)

3. What is the average financial aid per student? \$ _____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test: Oklahoma School Testing Program Core Curriculum Tests: Reading

Edition/publication year Revised Annually Publisher Harcourt Brace, Inc

Number of students in the grade in which the test was administered 107

Number of students who took the test 107

What groups were excluded from testing? Why, and how were they assessed? No groups were
excluded; no absent students or invalid tests

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Advanced: Students consistently demonstrate a thorough understanding of knowledge and skills expected of all students at this grade level. These skills are broadly demonstrated in reading processes, response to text, and in acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the proficient level, students at the advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate a general understanding of the reading knowledge and skills expected of all student at this grade level. Students scoring at the proficient level typically read and comprehend grade level reading material using the following skills:

- determine literal and nonliteral word meanings using a variety of strategies
- analyze informational text, poetry, short stories, novels, and dramas
- determine main idea and themes (stated and implied) and recognize relevance of details
- interpret figurative language and elements of poetry
- infer, predict, and generalize ideas
- judge author's purpose/point of view, accuracy of text, and fact/opinion
- use appropriate strategies to organize and summarize information

Basic: Students demonstrate partial understanding of the reading knowledge and skills expected of all student at this grade level. Students are inconsistent in demonstrating the satisfactory level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	100	98	98		
% At or Above Proficient	96	93	86		
% At Advanced	9	17	13		
Number of students tested	107	93	86		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>African American</u> (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	95	94	86		
% At Advanced	24	19	10		
Number of students tested	17	16	21		
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	100	100	94		
% At or Above Proficient	93	95	88		
% At Advanced	0	10	0		
Number of students tested	28	20	17		
3. <u>Caucasian</u> (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	95	90		
% At Advanced	14	23	19		
Number of students tested	43	39	31		
4. <u>Asian</u> (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	100	75		
% At Advanced	0	0	25		
Number of students tested	9	7	4		
5. <u>American Indian</u> (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	100	100		
% At Advanced	0	0	0		
Number of students tested	6	1	2		
6. <u>Other</u> (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	100	100		
% At Advanced	0	0	14		
Number of students tested	2	3	7		
5. <u>Economically Disadvantaged</u>					
% At or Above Basic	100	100	100		
% At or Above Proficient	95	94	88		
% At Advanced	8	17	10		
Number of students tested	61	47	49		
STATE SCORES					
% At or Above Basic	90	90	88		
% At or Above Proficient	71	70	70		
% At Advanced	6	8	12		
State Median Score	738	732	730		

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Grade 8

Test: Oklahoma School Testing Program Core Curriculum Tests: Mathematics

Edition/publication year Revised Annually Publisher Harcourt Brace, Inc

Number of students in the grade in which the test was administered 107

Number of students who took the test 107

What groups were excluded from testing? Why, and how were they assessed? No groups were
excluded; no absent students or invalid tests

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Advanced: Students consistently demonstrate a thorough understanding of the knowledge and skills expected at this grade level, which include algebraic reasoning, number sense, geometry, measurement, data analysis, and statistics. In addition to demonstrating a broad and in-depth understanding and application of all skills at the proficient level, students typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate a general understanding of the mathematical knowledge, skills, and processes expected of all students at this grade level. Students typically will:

- compare, order, and use different forms of positive and negative rational numbers to solve problems
- solve single and multi-step algebraic equations and inequalities
- develop, select, and apply appropriate formulas for given situations
- classify solid figures and apply concepts of surface area and volume to real world settings

- use ratio and proportion to solve problems involving similar geometric figures
- determine probabilities of uncertain events happening
- analyze samples and select and apply appropriate charts and graphs to represent collected data

Basic: Students demonstrate a partial understanding of the mathematics knowledge, skills, and processes expected of all students at this grade level. Students scoring at the basic level have difficulty and are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued
Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March				
SCHOOL SCORES					
% At or Above Basic	100	98	95		
% At or Above Proficient	95	79	69		
% At Advanced	20	12	8		
Number of students tested	107	94	85		
Percent of total students tested	100	100	99		
Number of students excluded	0	0	1*	*absent	
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>African American</u> (specify subgroup)					
% At or Above Basic	100	100	91		
% At or Above Proficient	100	100	59		
% At Advanced	29	0	0		
Number of students tested	17	16	22		
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	100	95	100		
% At or Above Proficient	90	77	63		
% At Advanced	11	10	0		
Number of students tested	28	21	16		
3. <u>Caucasian</u> (specify subgroup)					
% At or Above Basic	100	100	94		
% At or Above Proficient	96	84	74		
% At Advanced	26	14	18		
Number of students tested	43	37	34		
4. <u>Asian</u> (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	86	75		
% At Advanced	22	43	0		
Number of students tested	9	7	4		
5. <u>American Indian</u> (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	100	100		
% At Advanced	0	0	0		
Number of students tested	6	2	2		
6. <u>Other</u> (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	50	100	85		
% At Advanced	0	33	14		
Number of students tested	2	3	7		
5. <u>Economically Disadvantaged</u>					
% At or Above Basic	100	98	92		
% At or Above Proficient	91	73	60		
% At Advanced	13	8	6		
Number of students tested	61	49	48		
STATE SCORES					
% At or Above Basic	91	88	88		
% At or Above Proficient	65	62	63		
% At Advanced	14	12	15		
State Median Score	726	725	724		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 8 Test Iowa Test of Basic Skills: Reading

Edition/publication year 1993 Publisher Riverside Publishing Company

Number of students in the grade in which the test was administered 109

Number of students who took the test 109

What groups were excluded from testing? Why, and how were they assessed? 0 students were exempt

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	70	71	60		
Number of students tested	109	96	83		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>African American</u> (specify subgroup)	72	67	51		
Number of students tested	18	21	22		
2. <u>Hispanic</u> (specify subgroup)	59	62	51		
Number of students tested	27	18	13		
3. <u>Caucasian</u> (specify subgroup)	49	50	37		
Number of students tested	65	67	59		
4. <u>Economically Disadvantaged</u>	65	67	59		
Number of students tested	60	50	49		

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 8 Test Iowa Test of Basic Skills: Mathematics

Edition/publication year 1993 Publisher Riverside Publishing Company

Number of students in the grade in which the test was administered 109

Number of students who took the test 106

What groups were excluded from testing? Why, and how were they assessed? 0 students were excluded;
3 students were absent during testing and were assessed with the state CRT test

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	65	65	50		
Number of students tested	106	91	78		
Percent of total students tested	97	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>African American</u> (specify subgroup)	69	54	36		
Number of students tested	18	20	20		
2. <u>Hispanic</u> (specify subgroup)	58	56	47		
Number of students tested	27	17	13		
3. <u>Caucasian</u> (specify subgroup)	68	69	57		
Number of students tested	45	47	35		
4. <u>Economically Disadvantaged</u>	61	60	46		
Number of students tested	60	48	46		

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					