

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

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

Official School Name Russell Dougherty Elementary
(As it should appear in the official records)

School Mailing Address 19 North Boulevard
(If address is P.O. Box, also include street address)

Edmond OK 73034-3747
City State Zip Code+4 (9 digits total)

Tel. (405) 340-2985 Fax (405) 330-3346

Website/URL www.edmondschools.net/rd E-mail rdeagles@edmond.k12.ok.us

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 February 11, 2004

Name of Superintendent* Dr. David Goin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Edmond Public Schools Tel. (405) 340-2800

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 February 11, 2004

Name of School Board
President/ Chairperson Mrs. Lerri Cooper
(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 February 11, 2004

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

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)

1. Number of schools in the district:
- | | |
|-----------|-------------------------|
| <u>13</u> | Elementary schools |
| <u>5</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>3</u> | High schools |
| <u>1</u> | Other (Briefly explain) |
- Boulevard Academy is an alternative school for grades 7-12.
- 22 TOTAL
2. District Per Pupil Expenditure: \$5,134.00
- Average State Per Pupil Expenditure: \$6,122.00

SCHOOL (To be completed by all schools)

3. 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

4. 4 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?

5. 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	19	24	43	7			
1	21	21	42	8			
2	23	22	45	9			
3	20	26	46	10			
4	20	23	43	11			
5	16	23	39	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							258

6. Racial/ethnic composition of the students in the school:

<u>91%</u>	White
<u>2%</u>	Black or African American
<u>2%</u>	Hispanic or Latino
<u>2%</u>	Asian/Pacific Islander
<u>3%</u>	American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	246
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 3.5%
9 Total Number Limited English Proficient

Number of languages represented: 4
 Specify languages: Farsi, Spanish, Chinese, Hungarian

9. Students eligible for free/reduced-priced meals: 5%
12 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: 5%
14 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>13</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</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>1</u>	<u> </u>
Classroom teachers	<u>11</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>2</u>	<u>4</u>
Total number	<u>15</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 21.5:1

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
Daily student attendance	96.3%	96.5%	95.9%
Daily teacher attendance	94.8%	93.5%	93.8%
Teacher turnover rate	8%	17%	8%

PART III - SUMMARY

Narrative Snapshot of the School and the School's Mission Statement

Russell Dougherty is located in the heart of downtown Edmond, in a beautiful old native sandstone building, erected by the WPA in 1941-42. Our namesake, Russell Dougherty, was a pilot and the first Edmond high school graduate to lose his life in World War II. Appropriately, Russell Dougherty is the home of the Eagles whose motto is: "Russell Dougherty: A Cornerstone in Learning Where Eagles Soar". Creating a community of learning that will enrich our world one child at a time is the mission of the Russell Dougherty Elementary School. This is truly a warm, cohesive community in which best practices shine.

As a parental choice school, families living in the Edmond Public School District with children in kindergarten through fifth grade may submit an application for their children to attend Russell Dougherty. Classes are filled through a lottery system. When reopened as a "parental choice" school in 1992, Russell Dougherty became a model for Spanish instruction, experiential learning, and technology integration at all grade levels. We are also recognized leaders in our state for our innovations in curriculum design, integrating the arts into all subject areas, and enriching all students, not just gifted and talented. With two classes of each grade level, an intimate atmosphere for learning provides students with opportunities that other larger schools cannot. Hosting meetings as well as sharing philosophies and methodologies with other educators and university faculty members and students is an integral part of the service offered to our community. Due to the strong relationship that has been established with the neighboring university, education students from the University of Central Oklahoma regularly conduct reading and math tutoring sessions with students.

In December 2003, Russell Dougherty became one of the top ten schools on the Academic Performance Index (API) in the State of Oklahoma. During the meeting of the Oklahoma State Board of Education Russell Dougherty was recognized as placing seventh of all Oklahoma schools K-12. The scores were compiled through a number of factors, but student test scores were the biggest component of the API score.

In June 2002, members of the Russell Dougherty faculty participated in the first workshops that would develop teaching strategies to be implemented in the first Oklahoma A+ Schools. This school community has been instrumental in all stages of this project, which now includes 19 schools in the State of Oklahoma. The A+ program is an approach to teaching and learning grounded in the belief that The Arts must play a central role in the learning process. This philosophy is based on the A+ Essentials: A Set of Commitments, which include arts instruction, curriculum, infrastructure, collaboration, enriched assessment, experiential learning, multiple intelligences, and climate.

We are cognizant that each child is gifted in individual ways. Teachers create daily opportunities to motivate each student to excel and succeed. Russell Dougherty is now implementing the Schoolwide Enrichment Model, developed by Dr. Joseph S. Renzulli, Director of the National Research Center on Gifted and Talented, at the University of Connecticut. The premise is that all learners are unique; therefore, all learning must take into account all abilities, interests and learning styles. We are committed to, and model, life-long learning.

Enrichment clusters create opportunities for each student to explore personal interests in an academic setting. At Russell Dougherty, faculty, staff, parents, and community members select topics to facilitate, based on interest questionnaires given to all children. Students are given the opportunity to sign up for the topics they are most interested in, and multi-age groups are formed. The children take responsibility for their own learning, and the adults become facilitators in this learning process. The children brainstorm and develop ideas together, decide on their projects, carry out project guidelines, and work through the processes necessary to complete their final products, which are service-related. Our enrichment clusters continue to give each student an equal opportunity for academic and personal growth.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results in Reading and Mathematics

In the State of Oklahoma, every third and fifth grade student is required to take the state-mandated assessments each year. These tests are administered in March/April of each year. From 1997-2001, third graders were given the norm-referenced Iowa Test of Basic Skills. In 2001, Oklahoma changed to the Stanford 9 Achievement Test to measure third grade achievement. Fifth grade students are given the Oklahoma Criterion Referenced Test, which is designed to assess schools on their progress toward meeting the state Priority Academic Student Skills (PASS).

Third grade tests scores are reported in National Percentile Rankings (NPR). The Percentile Ranks are divided into three categories: High, Average, and Low. Students and schools with scores from the 99th to the 75th are in the High range. Those scores between the 74th and 25th fall in the Average range. The Low range includes score below the 24th. Third grade students in 2002 scored at the 71st NPR in Total Reading. A marked increase occurred in 2003, which showed the third grade Total Reading scores at the 82nd NPR. Math scores showed improvement at Russell Dougherty Elementary as well. In 2002, third graders scored at the 70th percentile in Total Math. The 2003 results showed an increase to the 77th NPR in Total Math.

In fifth grade, the Oklahoma Criterion Referenced Test (CRT) uses a slightly different reporting structure. Students are scored using the standards of Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory Levels. The Advanced Level range includes scores from 839 to 999. Students in the Satisfactory Level have scores from 700 to 838. Scores between 635 and 699 are considered to be in the Limited Knowledge range. And, those students with scores falling under 462 are placed in the Unsatisfactory Level.

Russell Dougherty has always been a high achieving school. Test results in reading for fifth grade students taking the CRT in 2001 reported that 97% passed the CRT Reading test. 42% of those students scored at the Advanced Level. In 2002, 93% of fifth graders passed, with 17% of those achieving the Advanced Level. Reading scores for 2003 show a 94% passing rate with 8% scoring at the Advanced Level. There were no students who scored at the Unsatisfactory Level during any of those years.

Math scores for fifth grade show gains for the previous two years. In 2001, 90% of students passed with a score of Satisfactory, and 61% of those were at the Advanced Level. In 2002, total math scores rose with 100% of fifth graders passing at a Satisfactory Level, with 40% of those scoring Advanced. Scores continued to rise in 2003, with 94% passing at a Satisfactory Level, with 50% passing at an Advanced Level. As in the Reading Test, no students scored at the Unsatisfactory Level during those years.

Every student at Russell Dougherty Elementary is tested, including students on an IEP (Individual Education Plan). No students are excluded from the testing process. However, Russell Dougherty does have a relatively small population, and there are not enough students to include any sub-categories for test data reporting purposes.

The state of Oklahoma also uses the Academic Performance Index (API) to measure the progress of every school in Oklahoma. This is based on test scores, attendance, and many other variables. The API scores range from 0 to 1500. Schools that do not meet minimum requirements are placed on a "Needs Improvement" list. In 2003, Russell Dougherty Elementary scored 1401, ranking it third among all elementary schools in Oklahoma, and ranking seventh overall among Oklahoma schools K-12.

2. Use of Assessment Data to Understand and Improve Student and School Performance

Each year the test scores are analyzed to identify strengths and weaknesses in student performance. The analysis is done individually, by grade level, and school wide. Patterns, or consistent trends in student performance, are also sought out. Possible explanations for strengths and weaknesses are discussed and adjustments in curriculum are made accordingly. Based upon the assessment results, we examine the time line in which specific skills are taught. The District Curriculum Consultants meet with the staff to assist in making adjustments to curriculum.

We also use a variety of assessments other than the standardized tests to monitor performance. The STAR Early Literacy and STAR Reading are used each quarter to monitor student progress in reading. Accelerated Reader monitors progress of a student's individual level of reading. Running records and guided reading is another monitoring tool for reading. End of the chapter or unit tests are often used to assess progress in other subjects. Daily language and math skills are reviewed and checked at the beginning of the day. This important practice allows the teachers to monitor the ongoing mastery of numerous skills.

3. Communicating Student Performance to Parents, Students, and the Community

The Russell Dougherty community considers communication about student performance to be a vital component of our commitment to meeting the academic as well as social-emotional needs of every student. Teachers, for the purpose of communicating information to parents regarding student activities, produce individual classroom bulletins weekly. The fourth and fifth grades utilize a system referred to as Promoting Excellence Among Kids (PEAK Cards) as a method for parents and teachers to communicate weekly about each individual student. These can be provided daily upon request or when indicated for the support of a child who may be struggling in an area of study or behavior. Student Agendas in fourth and fifth grades enable students the opportunity to proactively participate in their success by encouraging each to document assignments, due dates, and necessary instructions for upcoming assignments. The responsibility of carrying the Agenda between school and home is that of the student; while parents are in turn expected to actively support this by checking their child's performance of this task. Daily Reading Logs are an additional way that parents and teachers cooperate to provide consistency in study expectations between school and home.

Students' individual accomplishments are showcased in the "Spotlight" segment of the weekly school wide Eagle Beat assembly. Russell Dougherty's Parent Teacher Organization chairs a committee devoted to publishing a monthly newsletter to all students and their parents. Our community's daily paper, The Edmond Sun devotes a section of their paper weekly to events, activities, and individual accomplishments within our schools. This and the school's website provide easily accessible information to the community as a whole.

Assessment data provided by state mandated tests and informal assessment tools utilized by teachers result in parent report printouts that are dispersed to parents individually and in a confidential manner. Parents are encouraged to contact the teacher, principal, or school counselor to discuss any questions or concerns in person. All of these methods are made doubly effective by the dedication of school personnel, parents, and our community to make our children's education the best it can be.

4. Sharing Successes With Other Schools

Russell Dougherty will use a variety of avenues to share its successes with other schools. In-service Meetings, Summer Institutes, Professional Development opportunities, site visits, the A+ network, and the Russell Dougherty website are all opportunities for Russell Dougherty to share its accomplishments. By facilitating various in-service programs and summer institutes provided by our district, educators from other sites will be able to gain knowledge that can be shared at their school site. Russell Dougherty will organize and plan collaboration and planning sessions with other community and metro schools in order to share successes in the classrooms.

Russell Dougherty currently participates as one of 19 A+ Schools across the state during an ongoing summer institute in which schools collaborate, share and explore new ideas to integrate the arts into the curriculum. This time together has been valuable as we brainstorm and share information of our current successes. As an A+ School we also have time throughout the year for retreats, team planning, site visits, and ongoing dialogue among other faculty members in the A+ Network.

The website for Russell Dougherty will continue to be an integral part in the sharing of information to parents, community members, schools, and beyond. The development of a message board on this site will open new doors for communication opportunities among neighboring schools. Another added component to this site could be an archive of current lesson plans and activities available to educators. Russell Dougherty is willing to provide information and inspiration to schools all across the nation.

PART V – CURRICULUM AND INSTRUCTION

1. The Core Curriculum Areas and Engaging Students with High Standards

Russell Dougherty's kindergarten through fifth grade curriculum follows the standards set forth by the Department of Curriculum and Instruction for Edmond Public Schools. These standards are aligned and exceed the expectations mandated by the State of Oklahoma Priority Academic Student Skills (PASS.) Each set of student skills target a core area of instruction. The fundamental academic areas of the curriculum are Mathematics, Social Studies, Science and Language Arts, which includes Reading and Spelling. National Standards and current research are the basis of development in these areas. Additionally, the curriculum includes Health and Safety Instruction, Physical Education, Information Literacy, the Arts, Technology Proficiency, and Foreign Language Instruction.

A unique learning atmosphere is created for Russell Dougherty students. In addition to the advanced curriculum, teachers combine interdisciplinary thematic units with arts integration, which offers children a multitude of opportunities to learn through their natural strengths. Lessons in all subject areas incorporate student-centered activities that present children with meaningful learning experiences. Students are actively engaged in the learning process through the A+ Arts Integration Philosophy. The A+ Arts Philosophy uses Howard Gardner's theory of Multiple Intelligences to reach students and allows the Arts to become a central focus in the learning process. Empowering the students with the ability to draw upon their strengths to experience genuine learning is a task we as educators strive to accomplish. It is a fundamental belief that a curriculum infused with the arts encourages creative thinking, problem solving, social skills, fine motor skills, cultural awareness, acceptance of differences, increased student and teacher engagement, and overall emotional well-being.

Technology is used to enhance the existing curriculum. Internet accessible computers are readily available for our students. Students are capable of producing assignments and projects using the

Microsoft applications in Excel, Word, and Power Point. Teachers seamlessly integrate technology into the existing curriculum with an average of 3 computers per classroom. Technology is not viewed or treated as another content area alongside the core curriculum areas. Instead, technology is a tool in which students, teachers, and other staff members use to effectively complete their day-to-day tasks.

Spanish is the chosen focus of the Foreign Language Program. Russell Dougherty is distinctive in the fact that a certified Spanish instructor for kindergarten through fifth grade is provided. Students are enthusiastically involved in daily Spanish language activities with the Spanish teacher. The students learn to read and write Spanish through interactive exercises and learn to speak through "Total Physical Response." They also gain cultural knowledge of Spanish speaking countries. The emphasis on Spanish, beginning in kindergarten, allows students to become more fluent at an earlier age. Students from Russell Dougherty consistently require advanced placement when entering Middle School.

Each child is given multiple opportunities each day to recognize his or her special skills, learning styles, and abilities. Teachers continually make modifications in the daily instruction to meet the needs of all students. The Russell Dougherty teaching staff excels at providing inclusion for high academic ability students as well as those with learning differences. Implementing a safe and non-threatening environment for all learners, despite their learning differences, is essential for children to learn tolerance and acceptance of diversity. Our multi-age enrichment cluster program is modeled after the Renzulli Enrichment Cluster Model. Children participate in special interest clusters, which are formed according to interest, not ability or age.

2. Our School's Reading Curriculum and Why This Approach Was Chosen

Russell Dougherty Elementary incorporates a well-balanced, literacy-based program. After a district-wide selection process based on meeting state mandated objectives, the Edmond Public School District adopted a reading series that best supports the mastery of essential skills. Teachers are able to individualize student needs through a curriculum that supports and challenges all learners. Students' needs are met through both small and whole group instruction.

An interdisciplinary approach to reading is also an important component to our reading program. Providing students with leveled reading materials through our Accelerated Reader Program provides optimal reading challenges for every student. Students are engaged in reading through literacy based centers, literature circles, peer tutoring, tutoring programs provided by the University of Central Oklahoma practicum students, book reports, author studies, and school wide shared reading.

The reading curriculum involves students in meaningful literacy experiences and assists children in making real life connections and applications. Children are motivated and immersed in print at an early age. In kindergarten, children begin to recognize basic sight words. Teachers in the primary grades utilize Word Walls to encourage accurate spelling and expand oral and written vocabulary skills.

In addition, the Media Center Specialist meets weekly with students and teachers to enhance and reinforce the reading curriculum. The Media Center is open daily for students to study, research, and choose literature materials. It is imperative that students develop a life-long love for reading through various methods of instruction and to have the necessary reading strategies to be successful, independent readers.

3. Other Curriculum Area of Choice and its Relationship to Essential Skills

Through the Social Studies curriculum track, themes are developed that allow teachers the flexibility to use universal concepts to facilitate various units of study. When themes are used to teach across disciplines, students see learning as a whole—not as separate pieces of knowledge. Integrated thematic instruction is a strategy, which helps to unify the academic disciplines in a richer, more meaningful manner, while promoting critical thinking skills and building essential skills. Current brain research suggests that thematic learning increases understanding and retention, as well as assisting students in finding meaning and connections to real-life.

One example of our Social Studies curriculum is the theme of Change, a school wide journey of possibilities, in which all essential skills can be taught and practiced. Change occurs in the personal worlds of children, in families, homes, cities, states, government, international relationships, and in our universe. Any and all of these can be connected and used as points of reference for lessons in reading, writing, spelling, geography, technology, information skills, mathematics, art, science, music, physical education, and health. Students begin their journey as a community of learners, by learning about their individual lives, and how each life affects another. As students progress with concrete experiences and abstract thoughts, they realize that their presence in society holds great value. Their lives take shape while examining and connecting with past, present, and future ideals. They have individual, creative, and dramatic ways to process factual information. While learning about their community, state, and country, students are empowered to identify the ways they fit into our world. Teachers and students have a shared vision as the process of discovery takes place daily in our Russell Dougherty classrooms.

Within Social Studies, teachers are able to creatively teach vocabulary, specific reading skills, map skills, graphing, mathematics concepts, drama, writing, creative music, and inquiry-based science skills. Graphic organizers help students and teachers organize their thinking and learning. Students not only “get” the big picture, but how all the rest fits into place. Our lives are interrelated, and at Russell Dougherty, so are our subject areas. We believe the future of our world will be better because of daily efforts to create a community of learning that will enrich our world, one child at a time.

4. Instructional Methods Utilized by the School to Improve Student Learning

Russell Dougherty faculty and staff are committed to high standards and an individualized approach to learning. Because each child is seen as an individual learner, many approaches are implemented to match each learner with his/her learning style. These strategies help students find and maximize their strengths. The following strategies when combined with higher order thinking skills include:

- School wide involvement in the A+ Schools Program, which is based on Howard Gardner’s extensive research on multiple intelligences. As an Oklahoma A+ School, Russell Dougherty combines interdisciplinary teaching and arts instruction to provide the greatest opportunities to learn through students’ natural strengths.
- Student involvement in curriculum instruction and practice in the form of interest questionnaires and surveys of learning interest and strength.
- Enthusiastic staff and ongoing feedback and recognition to promote and sustain motivation.
- Peer and cross age tutoring to encourage life-long learning
- Utilization of Renzulli’s School-wide Enrichment Model to impact and involve all children.
- Spanish taught in all grade levels
- Emphasis of integrating technology into all aspects of the curriculum, including individualized research projects.
- School-wide enrichment/GT program

- Hands-on curriculum in all curriculum areas
- Incorporation of graphic organizers including mind maps, KWL charts, Venn diagrams to assist students in organizing their thinking as they combine new knowledge with prior knowledge.

Russell Dougherty has two classes of each grade level providing an intimate atmosphere for learning. By focusing on an interdisciplinary and integrated curriculum, teachers and students gain a better understanding of the researched brain functions that can affect a student's learning. Addressing different learning modalities promotes high student and teacher involvement and focuses on each child as an individual.

5. Professional Development Program and Impact on Student Achievement

Professional development at Russell Dougherty provides growth opportunities for all staff members. Two days of professional growth activities that best support the district's goals and meet the goals stated in the school's SIP (Site Improvement Plan) are organized by the Site Strategic Planning Committee. Recent site professional growth activities have focused on character education with an emphasis on bullying/safety issues, literature circles, using running records in reading, integration of technology, arts integration and School wide Enrichment and differentiated curriculum. Personal professional growth is continually sought by staff. Teachers attend workshops and college level courses yearly and information is shared during faculty meetings and/or informal sharing sessions. Brain Research, Curriculum Compacting and technology usage and attending the Confratute conference at the University of Connecticut are such examples. Teachers belong to professional organizations from which learning and teaching opportunities are made available. Edmond Public Schools has made a commitment to support professional development opportunities that enhance the A+ Philosophy, which has been successfully implemented at Russell Dougherty. This commitment has extended to a stipend for staff who attend the summer A+ workshops. During the school calendar year Edmond Public Schools provides district wide in-service professional growth programs. A wide-range of summer institutes are offered and attended by staff. Teachers can immediately incorporate new methods and techniques gained through professional development opportunities into the classroom to enhance and improve student learning and teaching. Additionally, through professional development opportunities teachers are able to stay current on new teaching theories and methodologies and/or refine those skills needed in the classroom. Teachers can best fulfill their students' needs by having multiple methods of meeting each child's needs. Professional development opportunities have had a direct impact on student achievement. Test scores reveal consistent high achievement among the Russell Dougherty students. When students see their teachers engaged in Professional Development it sets the example of life long learning. This example is priceless and will affect students in ways that cannot be measured.

**FIFTH GRADE STATE CRITERION-REFERENCED TEST
5TH GRADE MATH**

Grade: 5 Test: Oklahoma Core Curriculum Test
 Edition/publication year: Annual Publisher: Harcourt (2000-2002)
 Number excluded: 0 Percent excluded: 0%

* Oklahoma CRT questions/content remained the same

	2002-2003	2001-2002	2000-2001
Testing month March			
SCHOOL SCORES			
% At or Above Unsatisfactory	100%	100%	100%
% At or Above Limited Knowledge	100%	100%	100%
% At or Above Satisfactory	94%	100%	90%
% At or Advanced	50%	40%	61%
Number of students tested	36	29	31
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. Female (specify subgroup)			
% At or Above Unsatisfactory	100%	100%	100%
% At or Above Limited Knowledge	100%	100%	100%
% At or Above Satisfactory	94%	100%	100%
% At Advanced	11%	18%	43%
Number of students tested	18	17	24
2. Male (specify subgroup)			
% At or Above Unsatisfactory	100%	100%	100%
% At or Above Limited Knowledge	100%	100%	100%
% At or above Satisfactory	95%	84%	100%
% At Advanced	6%	17%	43%
Number of students tested	18	12	7
STATE SCORES			
% At or Above Unsatisfactory	100%	100%	100%
State Median Score			
% At or Above Limited Knowledge	97%	94%	97%
State Median Score			
% At or Above Satisfactory	72%	70%	72%
State Median Score			
% At or Above Advanced	16%	18%	19%
State Median Score	740	733	735

**FIFTH GRADE STATE CRITERION-REFERENCED TEST
5TH GRADE READING**

Grade: <u>5</u>	Test: <u>Oklahoma Core Curriculum Test</u>
Edition/publication year: <u>Annual</u>	Publisher: <u>Harcourt (2000-2002)</u>
Number excluded: <u>0</u>	Percent excluded: <u>0%</u>

*Oklahoma CRT questions/content remained the same

	2002-2003	2001-2002	2000-2001
Testing month March			
SCHOOL SCORES			
% At or Above Unsatisfactory	100%	100%	100%
% At or Above Limited Knowledge	100%	100%	97%
% At or Above Satisfactory	94%	93%	94%
% At or Above Advanced	8%	17%	42%
Number of students tested	36	29	31
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. Female (specify subgroup)			
% At or Above Unsatisfactory	100%	100%	100%
% At or Above Limited Knowledge	100%	100%	96%
% At or Above Satisfactory	94%	100%	92%
% At Advance	11%	18%	42%
Number of students tested	18	17	24
2. Male (specify subgroup)			
% At or Above Unsatisfactory	100%	100%	100%
% At or Above Limited Knowledge	100%	100%	100%
% At or above Satisfactory	95%	84%	100%
% At Advanced	6%	17%	43%
Number of students tested	18	12	7
STATE SCORES			
% At or Above Unsatisfactory	100%	100%	100%
% At or Above Limited Knowledge	94%	91%	83%
% At or Above Satisfactory	74%	71%	74%
% At or Above Advanced	6%	8%	12%
State Median Score	744	733	744

REFERENCED AGAINST NATIONAL NORMS

THIRD GRADE MATH

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: 3 Test: Stanford Achievement Test
 Edition/publication year: Achievement Test Series Publisher: Harcourt
9th Edition 2001
 What groups were excluded from testing? None excluded
 Why, and how were they assessed? None excluded

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

3rd Grade Math Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month March					
SCHOOL SCORES					
Total Score	77%	70%	76%		
Number of students tested	38	40	42		
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. Female (specify subgroup)	76%	63%	*		
Number of students tested	22	24			
2. Male (specify subgroup)	77%	80%	*		
Number of students tested	20	15			
3. (specify subgroup)					
Number of students tested					
4. (specify subgroup)					
Number of students tested					

* Scores not available in this subgroup

REFERENCED AGAINST NATIONAL NORMS

THIRD GRADE READING

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: 3

Test: Stanford Achievement Test

Edition/publication year: Achievement Test Series
9th Edition 2001

Publisher: Harcourt

What groups were excluded from testing? None excluded

Why, and how were they assessed? None excluded

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

3rd Grade Reading Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month March					
SCHOOL SCORES					
Total Score	83%	71%			
Number of students tested	38	40	42		
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. Female (specify subgroup)	83%	65%	*		
Number of students tested	22	24			
2. Male (specify subgroup)	77%	70%	*		
Number of students tested	38	40			
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

*Scores not available in this subgroup.