

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 3310 NE 108th
(If address is P.O. Box, also include street address.)

Norman Oklahoma 73026-8008
City State Zip Code+4 (9 digits total)

County Cleveland State School Code Number* 107

Telephone (405) 366-5899 Fax (405) 366-5901

Web site/URL www.norman.k12.ok.us/107 E-mail nps.107@norman.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 _____

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

District Name Norman Public Schools Tel. (405) 366-1339

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
President/Chairperson Dr. Dan Snell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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:
 - _15_ Elementary schools
 - _4_ Middle schools
 - _0_ Junior high schools
 - _2_ High schools
 - _1_ Other (Alternative school)
 - _22_ TOTAL
- District Per Pupil Expenditure: ___\$5,542___
 Average State Per Pupil Expenditure: ___\$5,769___

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
- ___15___ 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	3	7	10	7			
K	14	15	29	8			
1	19	16	35	9			
2	22	10	32	10			
3	19	24	43	11			
4	21	15	36	12			
5	27	23	50	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							235

- Racial/ethnic composition of _____ 76 % White

the school:

2 % Black or African American
3 % Hispanic or Latino
1 % Asian/Pacific Islander
18 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 20%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	32
(3)	Total of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1	235
(5)	Total transferred students in row (3) divided by total students in row (4)	.20
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 2%
2 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 45%

Total number students who qualify: 99

If this method does not produce an 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: 10%

__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.

- | | |
|-------------------------|---|
| __Autism | __2__ Orthopedic Impairment |
| __Deafness | __9__ Other Health Impaired |
| __Deaf-Blindness | __15__ Specific Learning Disability |
| __Emotional Disturbance | __Speech or Language Impairment |
| __Hearing Impairment | __Traumatic Brain Injury |
| __Mental Retardation | __1__ Visual Impairment Including Blindness |
| __Multiple Disabilities | |

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)	__1__	_____
Classroom teachers	__13__	_____
Special resource teachers/specialists	__8__	_____
Paraprofessionals	__4__	_____
Support staff	__7__	_____
Total number	__33__	_____

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 __18:1__
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	96%	96%	96%	94%
Daily teacher attendance	87%	87%	85%	81%	80%
Teacher turnover rate	19%*	15%	23%*	10%	10%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

* The higher teacher turnover in 2003-2004 was due to four teachers retiring and one teaching position lost to reduced student enrollment. The higher teacher turnover in 2005-2006 was due to one teacher retiring, two teachers taking out-of-district positions, and one changing schools within the district.

PART III- SUMMARY

The mission of Lakeview Elementary School is to provide a safe and nurturing environment, continuous assessment of student progress, and appropriate instruction for every child.

Lakeview Elementary School is a rural school within an urban school district. A small population of 235 students enables us to develop long lasting relationships with our students and parents. The community in which our school is located consists mostly of blue-collar workers. Our school ethnographic makeup is diverse, consisting of White, African-American, Hispanic, Asian, and American Indian students. This population also has children from economically disadvantaged backgrounds, with 45% of our students receiving free or reduced lunches. Our school participates in Oklahoma Regional Food Banks' weekend food program, serving 32 children. The families in our school population range from children who have lived in tents at a local state park, to highly educated professionals and business owners. We have students classified as Special Needs (children requiring interventions on some level), categorized as Developmentally Delayed, Learning Disabled, Visually and Orthopedically Impaired, and English Language Learners.

The Norman Public School District's curriculum is structured around developmentally appropriate practices. Individual teachers design and implement teaching strategies according to the needs of our population, while following our state mandated criteria set forth in the curriculum document known as Priority Academic Student Skills (PASS). In our school, assessment drives our classroom instruction. Required assessments in our building include quarterly report cards, CogAT (a cognitive ability test), state-mandated Core Curriculum Tests in the 3rd, 4th, and 5th grades, Developmental Reading Assessment (DRA), the Basic Early Assessment of Reading (BEAR), and periodic benchmark assessments. The members of the Lakeview faculty contribute to the quality of their students' instruction through a personal commitment to lifelong learning. Of the twenty-two certified educators on staff, 27 % have acquired an advanced degree, 10 % have acquired National Board Certification and 23 % are currently working through the process.

In order to have a successful and thriving school, we must maintain open communication with our parents, thereby fostering students' progress and growth. Lakeview holds monthly Parent Teacher Association (PTA) meetings with community members and teachers both taking an active part. We are fortunate to have the financial support of our PTA. An example of this support includes LCD projectors purchased for each grade level Pre-Kindergarten through Fifth grade. The projectors are used in the classroom for interactive lessons and visual reinforcement of abstract concepts. The PTA also helps fund our educational field trips, buys playground equipment and provides teacher grants which purchase classroom resources.

Lakeview Elementary is truly a community based school. Our urban school district includes a major university fifteen miles from our campus. Access to the university allows us to collaborate with the College of Education, utilizing the professors and students on a regular basis. The university provides us with weekly tutors in core subjects. School success is strengthened as a result of this partnership. Through this collaborative effort, a vision of success evolved which is shared by students, their families and the community.

PART IV—INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The No Child Left Behind (NCLB) legislation outlines the need for local school districts to work toward high standards for all students. Each state has developed a system to compare schools and hold them accountable for high academic achievement. The elements of our state-mandated Academic Performance Index (API) measure our Adequate Yearly Progress (AYP). The API is calculated using scores in all student populations from the Oklahoma School Testing Program (OSTP) and student attendance rates. A numeric score, ranging from 0 to 1500, is assigned to these components with an average of 1000. Lakeview's API for 2005-2006 is 1462. NCLB performance target goals for reading and math are set at 100% proficiency by the spring of 2014. Lakeview Elementary School's goals of performance progress are discussed weekly in our faculty and team meetings. Math and reading resource teachers meet monthly with resource coordinators within our district to share ideas. Information regarding additional indicators may be obtained from the Oklahoma State Department of Education Office of Accountability and Assessment's website: <http://title3.sde.state.ok.us/studentassessment>.

Beginning in 2004, Norman Public Schools' students participated in the OSTP. Prior to that, third grade students were administered the Stanford Achievement Test, and fourth grade students were not tested. Presently, third, fourth, and fifth graders are administered state-mandated criterion referenced tests called the Oklahoma Core Curriculum Test (OCCT). The OCCT measures mastery of the Oklahoma Priority Academic Student Skills (PASS) which is determined by Oklahoma teachers, parents, community leaders and legislators. The PASS skills outlined for each curriculum area are expected to be mastered by completion of every grade. Student test results are reported using one of four performance-scaled scores: Unsatisfactory, Limited Knowledge, Satisfactory and Advanced. Rankings of Satisfactory or above demonstrate students have met the specified standard.

For the last three years, assessment results show 100% of Lakeview's students have participated in the OCCT testing program. Math and reading scores across grade levels and subgroups have shown general increases. Third grade math scores improved from 76% of students scoring satisfactory or above in 2003-2004, to 93% in 2005-2006. In the two years fourth grade students participated in OCCT, 100% scored satisfactory or above in math. Fifth grade students' math scores rose from 83% achieving proficiency level in 2003-2004, to 100% in 2005-2006. In reading, third grade scores rose from 84% to 97%, fourth grade remained approximately the same in the mid-ninetieth percent proficiency level, and fifth grade scores rose from 83% to 100% proficiency level.

Economically disadvantaged students' math scores showed enormous gains, rising from 60% in 2003-2004 to 93% in 2004-2005. Third grade reading scores also rose dramatically, from 70% to 93%. Fourth grade math scores remained at 100% both years tested, while reading scores remained in the lower ninetieth percent. Fifth grade math scores rose from 86% to 100% during the three years reported. In the one year when greater than ten students were tested, the fifth grade reading score was 100%. The number of economically disadvantaged children enrolled in our school makes apparent the great impact one child can have on test scores.

Improvement in both math and reading occurred among most sub-groups for many reasons. Site plan goals have been adjusted to address the weak areas identified by test scores. In 2004, a full time Title I Math Resource Coordinator was hired, who provides additional support to the faculty and students. Test scores have also improved because more emphasis has been placed on students receiving additional instruction time in the core subjects, small group instruction, one-on-one time with a teacher, as well as tutoring from Title I Math and Reading Coordinators, Special Education Teacher, Title VII and ELL tutors and volunteers.

2. Using assessment results:

At Lakeview, test data is gathered and analyzed on an on-going basis to drive instruction. The purpose of this analysis is to compare student development and classroom objectives to state-mandated curriculum requirements. Progress in mathematics is determined by beginning, mid, and end of year benchmark assessments. Lakeview is a pilot school for the district, with the Math Resource Coordinator taking a leadership role in the development of these benchmark assessments. Test results from the current academic year are examined in the context of the previous two academic years to determine patterns over time. Scores from the Basic Early Assessment of Reading (BEAR) tests are correlated to the district-mandated Developmental Reading Assessment (DRA) test. Results are then compared to the information provided by the Oklahoma Core Curriculum Tests (OCCT) in third, fourth and fifth grades. Based on this data, teachers set individual math and reading goals for students. Additional skill assessments are administered throughout the year, with the results used to monitor student achievement. Assessments allow students to be flexibly grouped, providing teachers the opportunity to focus instruction based on individual needs. As a result of this assessment-based instruction, the percentage of our students who need remediation is lower than the district and state average, as shown by the state Department of Education's 2005 school report card (www.SchoolReportCard.org).

3. Communicating Assessment Results:

Lakeview's faculty views the sharing of student performance as a critical component of our valuable partnership with parents, colleagues and the community. We utilize strict standards to ensure no confidential student information is released to unauthorized persons, and our communication of such information never compromises these standards. Test scores for each student are readily available to the parents and/or legal guardians. The Parent Connect program is a web-based tool which provides updates on student performance on a daily basis. In addition, parent meetings and parent conferences are provided to encourage dialogue about curriculum and assessments. School staff is always available to discuss and explain individual results to students and authorized persons. At the beginning of each year Lakeview holds grade-level meetings to discuss curriculum and instruction with our parents. Curriculum nights are held throughout the year for students to show parents and explain specific skills they have learned. For example, math nights are an opportunity for children to teach parents math concepts and to play math games which reinforce skills. School test results are made public through our school report card which reports percentages of students scoring Satisfactory and above on state mandated tests. The Oklahoma State Department of Education Office of Accountability web page, which is linked to our school web page (www.norman.k12.ok.us/107), enables parents to access the information. Lakeview celebrates our achievements periodically throughout the school year, and at weekly Live at Lakeview assemblies. The district also publishes these results in our local and larger metro-area newspapers.

4. Sharing Success:

Lakeview faculty demonstrates a commitment to sharing ideas and accomplishments with other educators across our district and state. Faculty members serve on district advisory boards in each core curriculum area and communicate ideas and successes to teachers throughout the district. The District Administration chose Lakeview to create and pilot math benchmark assessments to monitor student growth, so math instruction can be adjusted. Benchmark assessments will be shared with other district elementary schools in the coming year. The Math Resource Coordinator serves as a trainer and mentor to district teachers, assisting with implementation, assessment procedures, and problem-solving. Many of our teachers have personally undertaken additional training for integration of technology and instruction with curriculum and have shared these innovations with other educators across the city and state.

Lakeview has a very successful environmental science program as evidenced by our creation of an outdoor classroom in 1990. The classroom was one of the first of its kind in the state of Oklahoma. Members of the faculty have presented workshops on outdoor classrooms to educators from other school districts all over the state. Lakeview teachers are members of state and national professional

organizations, several holding leadership positions. Teachers are involved in the Oklahoma Writing Project, the Item Specification Review Committee for state teacher certification, Oklahoma School Counselor's Association, Oklahoma Association of Gifted Creative and Talented Teachers, National Council of Teachers of Mathematics, National Science Teachers Association, and the National Association of Gifted Children. Two members of our faculty hold National Board Certification, with five additional teachers seeking certification this year. We work closely with the University of Oklahoma College of Education training future teachers. Lakeview faculty has shared their knowledge and skills with over 50 student teachers, counseling and administrative interns in the past three years.

PART V- CURRICULUM AND INSTRUCTION

1. Curriculum:

Lakeview Elementary School's mission statement is to provide a safe and nurturing environment, continuous assessment of student progress, and appropriate instruction for every child. Accordingly, at the beginning of each school year, teachers determine the academic level of each child in order to deliver instruction that is developmentally and academically appropriate for each individual.

Through the expertise and cooperation of our faculty, students receive instruction in the core academic areas of math, reading, language arts, science, and social studies. Teachers assess each child's math and literacy development within the first few weeks of school to individualize instruction. In accordance with NCLB legislation, students performing below grade level receive extra help with the reading specialist, the math specialist and tutors. These students practice reading and math skills within their regular classroom. Students also participate in visual and performing arts, foreign language and physical education, creating a diverse educational experience which serves the whole child.

Lakeview teachers use the Everyday Mathematics curriculum, focusing on student developmental levels and National Standards for Mathematics. Curriculum is based on the premise that students must learn more advanced mathematical concepts than have been expected from them in the past. The instructional design of lessons is carefully crafted to capitalize on student interest and maximize student learning.

A balanced approach to literacy offers multiple avenues for children to strengthen their reading skills. Students with similar abilities are flexibly grouped to provide targeted skill instruction. Teachers use resources including anthologies, trade books, and literature studies to teach fluency, comprehension, vocabulary and other reading strategies.

Lakeview's language arts curriculum is based on developmentally appropriate activities for each grade level and is a structured writing model. Lower grade students move from writing single words to writing simple sentences. Building on this foundation, older students begin to add details to their writing through the use of word choice, voice and sentence fluency. Skills developed in these areas are assessed through the Oklahoma Core Curriculum Writing Test administered to the fifth grade each spring.

The scientific method, the learning cycle, and hands-on experiences are the foundations of the science curriculum. Physical life sciences are studied each semester, Pre-Kindergarten through fifth grade. Beginning in Pre-Kindergarten, the curriculum connects scientific inquiry with developmentally appropriate concepts. As opposed to more traditional approaches, the scientific inquiry method has proven to increase student understanding and higher-level thinking. Through our fundraising efforts and community support, we were able to build an Outdoor Classroom which allows us to capitalize on the rural location of our school to study environmental issues and life sciences in a natural setting. This learning station provides hands-on observation and study of habitat, wildlife, life cycles, and interactions of organisms. In 1989, Lakeview was the first elementary school in the nation to be designated a Backyard Wildlife Habitat by the National Wildlife Federation.

Social studies are integrated throughout the curriculum and are frequently the focus of school-wide enrichment activities, such as Colonial Fair, Music Festivals, and Earth Day. By creating multidisciplinary units, teachers are able to integrate visual arts, music, and foreign language into these activities as well as other core subjects. These activities provide increased opportunities for success to

students who typically struggle in academic areas. Teachers recognize and plan this integration through social, cultural, and historical frames of reference.

Visual and performing arts are a vital component of the Lakeview educational experience. All students, Pre-K through Fifth grade, are exposed to these arts on a daily basis. Guest artists provide a variety of cultural perspectives and experiences. Students attend and actively participate in the performing arts through such projects as honor choir and the World Music Ensemble featuring African marimbas. Arts education supports our curriculum through a variety of techniques, such as songs to reinforce math concepts, and research into artists' lives and the principles of design. Students' creative achievements are showcased each spring at the annual Night of the Arts.

2. Reading:

Based on current research and teacher input, the district uses a balanced approach for reading instruction. Each student is given a Developmental Reading Assessment (DRA) to determine the instructional and independent reading levels. Teachers create flexible groups after analyzing the data collected from the reading assessments. Utilizing this strategy allows teachers to create learning experiences geared toward the individual learner. Students in the lowest group receive direct reading instruction as many as three times each day from the reading specialist, classroom teacher, and teacher assistant or adult volunteer. A strength of the small group approach is to teach students to think about the texts they read by making meaningful connections. Learning to visualize words, question events in a plot, and make inferences helps students develop critical thinking skills, which can be transferred to other academic areas. In every classroom, students are read to and/or read aloud every day. In addition to working in small groups with adults, children also participate in assisted technology lessons through the use of our district-adopted computer curriculum, SuccessMaker, and resources like the Leap Pad Individualized Learning System. Lakeview has connected with community resources such as tutoring programs and parent volunteers to increase our effectiveness by using one-on-one or small-group instruction. In addition to the balanced reading approach, Lakeview's Library Media Specialist works closely with teachers to promote reading in our community with the Read Across America reading initiative, book fairs, guest author appearances, as well as a nightly home-reading program. In this way, the reading curriculum is a tool for creating a love of books and demonstrates reading as a lifelong skill.

3. Additional Curriculum Area: Mathematics:

Everyday Mathematics is organized into six mathematical content strands which are based on the national standards developed by the National Council of Teachers of Mathematics. The strands include: data and chance, geometry, measurement and reference frames, numeration, operations and computation, patterns, functions and algebra. Each strand is addressed in every grade level by introducing new skills and returning to those skills throughout each unit from year to year. Subsequent levels build on and extend conceptual understanding so children approach each new challenge from a firmly established foundation. Within the content of this curriculum, emphasis is placed on establishing links from past experience, discussing and sharing ideas, using and comparing equivalent expressions, and expressing numbers in context. By becoming a part of everyday work and play, these practices shape students' way of thinking, which leads to an increased understanding of mathematics.

The use of continuous assessments assists teachers in determining the individual needs of students. Lakeview is a participant in a district pilot program developing a benchmark assessment. The Math Resource Coordinator is a leader in creating these standards, providing support to teachers by hosting family math nights, developing game packs to be used at school and home, establishing math web links and online games, and applying for grants which provide math materials for use throughout the school. Working as a team with the Math Resource Coordinator, teachers analyze assessment data and divide students into small groups. Small group instruction allows children increased opportunities for success by providing an environment which nurtures and challenges students, and removes the risk involved in openly participating in larger classroom discussions. Instruction of this kind encourages all

students to participate, furnishes the teacher with immediate feedback, and offers additional opportunities to monitor and adjust student learning.

4. Instructional Methods:

The ultimate goal of Lakeview teachers is to implement instructional methods which positively impact student achievement. Using their collective experience, and being aware of the latest research, teachers provide educational experiences that target improved instruction. Influenced by decades of research by such noted educational authorities as Robert Marzano, Dr. Mel Levine, and Ruby Payne, teachers' lesson plans reflect a knowledge of learning styles and theories, the integration of instructional technology, and awareness of the cultural context in which the students are raised.

In his work, Marzano outlines many teaching strategies, which research has shown improves instruction. Some of the methods employed at Lakeview, based on Marzano's research, include finding similarities and differences between concepts, taking notes, summarizing reading material, working cooperatively, and using higher order questioning. Teachers reinforce lessons by providing opportunities for guided practice and homework tailored to the learning goals.

To offer additional opportunities for scaffolding at-risk students, Lakeview teachers utilize Dr. Mel Levine's research and the instructional strategies offered through the Schools Attuned Program. Teachers identify student weaknesses and strengths and outline methods to capitalize on strengths in order to compensate for weaknesses. Curriculum is presented using verbal, spatial and kinesthetic modes and links new learning to concepts that have already been mastered.

Realizing the importance of understanding how poverty influences student achievement, Lakeview teachers make use of Payne's research focusing on social-class issues impacting students in the school setting. Teachers learn about the hidden social-class rules that individuals follow and how they shape behavior in the classroom. In recognition of this research, Lakeview, in cooperation with the community provides basic necessities to economically disadvantaged students, thereby creating a better learning opportunity.

In addition to research based instructional methods, Lakeview utilizes technology in every classroom. Students use AlphaSmarts, Leap Pads, and LCD projectors as well as a computer lab where the student-computer ratio is 1:4. Many students receive accommodations in the classroom based on individual needs which might include shortened assignments, alternative assignments, preferential seating and tutors. Sooner Reads and Sooner Counts, federally funded programs that provide tutors from the local university, along with parent volunteers, reinforce classroom instruction in a small group or one-on-one setting. Lakeview teachers partner with the community to provide an exceptional learning experience for all children.

5. Professional Development:

Lakeview Elementary teachers believe and demonstrate school is a place where both students and teachers learn. Schools with a strong culture of learning provide curriculum which is more effective in improving student achievement. Lakeview uses the five professional days allowed by the state, and two parent-teacher conference days built into the school calendar to develop professional teaching skills that impact student instruction. As a professional learning community, Lakeview faculty participates in a wide variety of staff development opportunities at the district, state, and national level, well beyond mandated requirements. Collecting and analyzing data from standardized test scores, teacher reflections, and parent surveys provides a basis for a systematic approach in selecting appropriate professional development activities. Some of these include book studies, workshops, and district learning cadres. Teachers are encouraged and supported as they pursue both job embedded and self-directed learning opportunities. In addition to Dr. Mel Levine's *Schools Attuned* training, there are other areas targeted for professional growth. These include the Skills for Growing Program, Second Step training, 6 + 1 Writing Traits, Guided Reading and Everyday Math. Lakeview supports the Oklahoma Professional Development Goals of increasing academic achievement for all students and closing achievement gaps among student

populations. The improvement in test scores from year-to-year can be directly attributed to the commitment and dedication of Lakeview Elementary School's professional community.

Subject Math Grade 3 Test 2005-2006 Oklahoma Core Curriculum Test,
 Edition/Publication Year: First Edition/2005 Publisher: Data Recognition Corporation
Scores Reported as Percentiles

Test: 2004-2005 Oklahoma Core Curriculum Test Edition/Publication Year: First Edition/2004
 Publisher: Harcourt Assessment, Inc. Scores Reported as Percentiles

Test: 2003-2004 Stanford Achievement Test Edition/Publication Year: Ninth Edition/2001
 Publisher: Harcourt, Inc. Scores Reported as Percentiles

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			
% Satisfactory plus Advanced	93%	90%	76%
% Advanced	37%	24%	24%
Number of Students Tested	30	41	32
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Satisfactory plus Advanced	83%	93%	60%
% Advanced	17%	20%	30%
Number of Students Tested	*	15	10

* Less than ten students tested.

Subject Reading Grade 3 Test: 2005-2006 Oklahoma Core Curriculum Test,
 Edition/Publication Year: First Edition/2005 Publisher: Data Recognition Corporation
Scores Reported as Percentiles

Test: 2004-2005 Oklahoma Core Curriculum Test
 Edition/Publication Year: First Edition/2004 Publisher: Harcourt Assessment, Inc.
Scores Reported as Percentiles

Test: 2003-2004 Stanford Achievement Test Edition/Publication Year: Ninth Edition/2001
 Publisher: Harcourt, Inc. Scores Reported as Percentiles

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			
% Satisfactory plus Advanced	97%	95%	84%
% Advanced	10%	0%	47%
Number of Students Tested	30	41	32
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Satisfactory plus Advanced	100%	93%	70%
% Advanced	0%	0%	20%
Number of Students Tested	*	15	10

*Less than ten students tested.

Subject Math Grade 4 Test: 2005-2006 Oklahoma Core Curriculum Test
 Edition/Publication Year: First Edition/2005 Publisher: Data Recognition Corporation
Scores Reported as Percentiles

Test: 2004-2005 Oklahoma Core Curriculum Test
 Edition/Publication Year: First Edition/2004 Publisher: Harcourt Assessment, Inc.
Scores Reported as Percentiles

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			
% Satisfactory plus Advanced	100%	100%	**
% Advanced	26%	31%	
Number of Students Tested	35	32	
Percent of Total Students Tested	100%	100%	
Number of Students Alternatively Assessed	0	0	
Percent of Students Alternatively Assessed	0	0	
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Satisfactory plus Advanced	100%	100%	
% Advanced	30%	31%	
Number of Students Tested	10	13	

**There was no state-mandated testing for this grade level in 2003-2004.

Subject Reading Grade 4 Test: 2005-2006 Oklahoma Core Curriculum Test
 Edition/Publication Year: First Edition/2005 Publisher: Data Recognition Corporation
Scores Reported as Percentiles

Test: 2004-2005 Oklahoma Core Curriculum Test
 Edition/Publication Year: First Edition/2004 Publisher: Harcourt Assessment, Inc.
Scores Reported as Percentiles

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			
% Satisfactory plus Advanced	94%	97%	**
% "Exceeding" State Standards	3%	9%	
Number of Students Tested	35	32	
Percent of Total Students Tested	100%	100%	
Number of Students Alternatively Assessed	0	0	
Percent of Students Alternatively Assessed	0	0	
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Satisfactory plus Advanced	90%	92%	
% Advanced	0%	0%	
Number of Students Tested	10	13	

**There was no state-mandated testing for this grade level in 2003-2004.

Subject Math Grade 5 Test: 2005-2006 Oklahoma Core Curriculum Test
 Edition/Publication Year: First Edition/2005 Publisher: Data Recognition Corporation
Scores Reported as Percentiles

Test: 2004-2005 Oklahoma Core Curriculum Test
 Edition/Publication Year: First Edition/2004 Publisher: Harcourt Assessment, Inc.
Scores Reported as Percentiles

Test: 2003-2004 Oklahoma Core Curriculum Test Edition/Publication Year: First Edition/2003
 Publisher: Harcourt, Inc. Scores Reported as Percentiles

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			
% Satisfactory plus Advanced	100%	90%	83%
% Advanced	20%	27%	19%
Number of Students Tested	37	30	36
Percent of Total Students Tested	100%	100%	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Satisfactory plus Advanced	100%	89%	86%
% Advanced	17%	33%	0%
Number of Students Tested	12	*	*

*Less than ten students tested.

Subject Reading Grade 5 Test: 2005-2006 Oklahoma Core Curriculum Test
 Edition/Publication Year: First Edition/2005 Publisher: Data Recognition Corporation
Scores Reported as Percentiles

Test: 2004-2005 Oklahoma Core Curriculum Test Edition/Publication Year: First Edition/2004
 Publisher: Harcourt Assessment, Inc. Scores Reported as Percentiles

Test: 2003-2004 Oklahoma Core Curriculum Test Edition/Publication Year: First Edition/2003
 Publisher: Harcourt, Inc. Scores Reported as Percentiles

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			
% Satisfactory plus Advanced	100%	87%	83%
% Advanced	22%	10%	8%
Number of Students Tested	37	30	36
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Satisfactory plus Advanced	100%	78%	86%
% Advanced	25%	11%	0%
Number of Students Tested	12	*	*

*Less than ten students tested.