

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Dr. Jesse Field

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

Official School Name Sequoyah Elementary School

(As it should appear in the official records)

School Mailing Address 1401 East Independence

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

Shawnee

Oklahoma

74801-7099

City

State

Zip Code+4(9 digits total)

County Pottawatomie

State School Code Number* 137

Telephone (405) 273-1846

Fax (405) 878-1048

Web site/URL www.shawnee.k12.ok.us

E-mail jfield@shawnee.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Ms. Marilyn Bradford

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

District Name Shawnee Public Schools

Tel. (405) 273-0653

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Jesse Hernandez

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 5 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 8 TOTAL
2. District Per Pupil Expenditure: _____ 5962
 Average State Per Pupil Expenditure: _____ 7419

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 10 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 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
Pre K			0	7			0
K			0	8			0
1	38	28	66	9			0
2	37	33	70	10			0
3	29	28	57	11			0
4	39	34	73	12			0
5	34	29	63	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							329

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 27 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 4 | % Hispanic or Latino |
| 62 | % White |

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 22 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	32
(2)	Number of students who transferred from the school after October 1 until the end of the year	39
(3)	Total of all transferred students [sum of rows (1) and (2)]	71
(4)	Total number of students in the school as of October 1	329
(5)	Total transferred students in row (3) divided by total students in row (4)	0.22
(6)	Amount in row (5) multiplied by 100	22

8. Limited English Proficient students in the school: 3 %
- | | |
|---|---|
| 8 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 5

Specify languages: Spanish
Kickapoo
Creek
German
Seminole

9. Students eligible for free/reduced-priced meals: 73 %

Total number students who qualify: 240

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: 12 %
41 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>12</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>14</u>	Specific Learning Disability
<u>1</u>	Emotional Disturbance	<u>14</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>36</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	96 %	96 %	96 %	96 %	0 %
Teacher turnover rate	1 %	1 %	2 %	4 %	2 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Located thirty miles east of Oklahoma City, Shawnee is a suburban community comprised of local industry and a well trained work force. Sequoyah is one of four elementary schools serving the needs of children in this community. Encompassing five grades, Sequoyah has a multicultural population consisting primarily of Caucasians and Native Americans. There are also Hispanic and African-American children attending and contributing to the diverse and rich population. This population includes children from economically disadvantaged backgrounds with 73% of the students receiving free or reduced lunches.

Shawnee has the unique distinction of having two top ranked private universities as well as a premiere technology educational school to complement the Shawnee Public Schools. With support from all, it is little wonder that Sequoyah is the jewel in the system's crown. As a further complement, Sequoyah has two nationally board certified teachers with two other teachers currently scheduled to complete national certification within the next year. The staff is composed of teachers with varied backgrounds and experiences. The integration of math, reading, writing and thinking skills with social studies and science curriculums is central to classroom instruction. Also provided are various educational interventions ranging from remedial instruction to enrichment programs. The majority of our staff hold postgraduate degrees and are presenters at numerous workshops throughout the school year.

An integral component of the success Sequoyah enjoys, is the partnership enjoyed with ExxonMobil Corporation. Cemented ten years ago, the bonds created between these two entities have grown stronger throughout the years. ExxonMobil has provided employees the opportunity to be involved and to contribute to projects at the school. Through their efforts, a reading area was created with flowers and benches for children to enjoy, the installation of playground equipment, and the opportunity for ExxonMobil employees to share special hobbies with the students have all contributed to the creation of a positive bond. The most exciting aspect created from this partnership is the mentor program. The involvement of ExxonMobil employees in the lives of students has created outstanding results. Each year the program has grown and each year the benefits derived are phenomenal.

The mission statement for Sequoyah states that every child can learn. Therefore, our goal is to insure that every child has that opportunity. Through repeated success, our school continues to surpass expectations defined by our staff and those established by our district.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

No Child Left Behind (NCLB) legislation directs local school districts to maintain high standards for all students, the target goal set at 100% proficiency in Reading and Math by spring of 2014. To achieve this goal, the state of Oklahoma has developed a system which holds school districts accountable for academic achievement. Essentially, districts receive a report card each year reflecting their Academic Performance Index (API) and Adequate Yearly Progress (AYP). The components of the API consist of student attendance, graduation rates, and test performance. The API scores range between 0 and 1500. While the state overall API is currently 1252, Sequoyah Elementary School has achieved a near perfect 1447.

Committed to student assessment and excellence, Shawnee Public Schools has been a part of the Oklahoma School Testing Program (OSTP) since 2000. Every year, third, fourth, and fifth grade students are administered the Oklahoma Core Curriculum Test (OCCT), a criterion referenced examination measuring mastery of Oklahoma's Priority Academic Student Skills (PASS). In addition to Reading and Math, fifth grade students are administered assessments in Science, Social Studies, and Writing.

PASS contains both process and content standards for all grade levels. Student mastery is expected upon completion of each school year. OCCT student test scores are reported numerically within one of four performance-scaled categories: Unsatisfactory, Limited Knowledge, Satisfactory or Advanced. A ranking of Satisfactory or above demonstrates a student has met the specified standard.

Sequoyah Elementary has maintained Adequate Yearly Progress (AYP) and exhibited steady growth in their Academic Performance Index (API) over seven (7) years. Over the past four (4) years alone, Sequoyah has increased their API score by 183 points. Sequoyah's API score in 2004 was 1264, 1347 in 2005, 1399 in 2006, and 1447 in 2007. This is noteworthy as Sequoyah's free or reduced lunch population has continued to rise from 65% in 2004 to 73% in 2008.

Sequoyah experienced a banner year in 2007. Sequoyah takes pride in the fact that 100% of the students were administered the OCCT. Across the board, many per grade subgroups increased their previous API score. Sequoyah saw significant gains in the minority populations and economically disadvantaged students. This achievement was heart-felt and pleasing considering the investment of time extended by faculty, staff and volunteers to make a difference in the lives of these children. Sequoyah was especially proud of the fact that 5th grade students were 100% satisfactory or advanced in the areas of Writing, Reading, and Math.

Another indicator of Sequoyah's academic success is the utilization of all available human resources. Sequoyah Elementary is involved in the Adopt-A-School program whereby students receive tutoring from ExxonMobil Company employees. Students also receive tutoring services from Oklahoma Baptist University through the America Reads program. Special teachers and Librarian, Reading Specialist, school aides, parent volunteers, community volunteers, and high school students provide small group and individual attention to help students at risk succeed academically. The training services of Educational Development and Instructional Team (EDIT), a private educational firm specializing in the provision of analytical data and effective teaching strategies, has served to fine tune instructional areas and methods of teachers, thus enhancing the academic progress of Sequoyah students.

2. Using Assessment Results:

Sequoyah Elementary begins each school year analyzing data from the Oklahoma Core Curriculum Test (OCCT) administered the previous spring. Under the leadership of the principal, grade level meetings are held to discuss data, identify areas of weakness, develop clear goals, and formulate plans of improvement for students at risk. Prior to curriculum instruction, assessments are administered to further clarify OCCT data. The assessments are also used to identify specific academic needs, learning styles, and placement of each student. Sequoyah is committed to individualizing instruction. Oklahoma Core Curriculum Tests (OCCT), Otis-Lennon, LITERACY FIRST, and periodic benchmark assessments are administered to evaluate student placement and progress throughout the year. At a minimum, Principal and faculty meet monthly by grade level to analyze current data gathered from these assessments, monitor student progress, and adjust as needed.

Sequoyah utilizes the expertise of RENAISSANCE LEARNING, a program designed for

individual acceleration in the areas of Math and Reading. All of the above mentioned programs and assessments provide teachers information for comparisons, program review and curriculum mapping.

3. Communicating Assessment Results:

Sequoyah Elementary regards the sharing of assessment results an integral part of student success. Openly providing accurate and up-to-date information enables the partnership of school, parents, and community to work cooperatively together for the benefit of all students. Sequoyah currently uses a number of methods to communicate assessment results.

Students receive response to their academic performance on a daily basis. Sequoyah faculty recognize the importance of feedback and are efficient in returning graded assignments and test scores promptly to students. Working within the RENAISSANCE LEARNING program, students perform online and receive immediate assessment results after completing math or reading instructional units. On a month to month basis, students set individual reading and math goals, earning rewards upon achievement of those goals. Sequoyah's MADD MATH MASTERS program challenges students to memorize addition and multiplication facts by performing under time limitations. Again, students receive results of their effort in a timely manner and are rewarded for growth and mastery. Communicating assessment results with students is paramount. Principal, faculty, and staff at Sequoyah Elementary issue lavish verbal praise immediately for any student achievement. Every student is encouraged to perform and grow intellectually.

For parents, 'Back to School Night' provides an overview of curriculum and academic expectations of students at the onset of each school year. Thereafter, student folders are sent home daily containing completed work, progress reports, explanations, and recommendations. Parent-teacher conferences are held two evenings each semester to discuss expectations, current assessments and student performance. Report cards are sent home quarterly. School faculty and staff are always available on site to discuss and explain individual assessment results to parents and/or authorized persons.

The Oklahoma Core Curriculum Test (OCCT) results for Sequoyah Elementary are made public each year reflecting the school's overall Academic Performance Index (API). The API report card can be found in the Superintendent's Newsletter, various Oklahoma Department of Education publications, and local and metropolitan newspapers.

4. Sharing Success:

The success of Sequoyah Elementary is attributed to the dedication of its entire staff to work fervently on behalf of each child, celebrating student achievement, exemplary character, and talent. The school recognizes and celebrates Students of the Month, Terrific Kids, Science Fair participants, artists, musicians, writers, athletes, and actors among others. Being positive and generous in nature, it is a natural response for the staff of Sequoyah Elementary to share their success with other schools and districts across Oklahoma and the nation.

Sequoyah faculty serve on district committees in each core curriculum area communicating successful strategies to other district teachers. They have served at the state level providing expertise in the alignment of all curriculum to meet Oklahoma's Priority Academic Student Skills (PASS) objectives. Two teachers are part of the district's TRAIN THE TRAINERS program providing effective methods through workshop presentations. Participating in summer camps, conferences, university classes, and programs, faculty take advantage of sharing the strategies and practices which increased student performance at Sequoyah. The school is currently involved in a national math study through RENAISSANCE LEARNING. The results of the study should reflect Sequoyah's successful implementation of the program. These results will be published and viewed on a national scale.

Sequoyah's Principal conveys school achievements through his participation in Kiwanis Club, Chamber of Commerce, and the Cooperative Council of School Administrators (CCOSA). The district Superintendent also proudly communicates academic success before various civic groups, Pottawatomie County Administrators and the United Suburban Schools Association. In addition, both Principal and district Superintendent relay information about academic performance to district and local publications. These entities feature student, faculty, and school accomplishments on a regular basis.

Sequoyah faculty work in collaboration with private and state universities training new teachers. The doors of Sequoyah Elementary remain open to all parents, educators, and members of the community interested in learning instructional methods that result in greater student achievement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sequoyah Elementary provides a safe, positive, and stimulating learning environment. The target goal is to produce independent, successful, and productive students. By modeling self-discipline and teaching independent study skills, teachers engage and immerse students in the core curriculum areas of reading, mathematics, language arts, science and social studies.

Art, music, and physical education curriculums are integrated for enrichment, artistic expression, good health, and sheer enjoyment. Students are encouraged to make healthy choices and maintain an active lifestyle. Students are guided in principles of art and music theory and given opportunity to exhibit their talents through plays, recitals, and contests. Special education and the gifted and talented programs serve to address processing difficulties, challenge, and acceleration of students.

At the beginning of each school year, students are assessed to determine individual instructional needs and appropriate placement. Flex grouping and cross-grading are utilized to meet the broad range of academic needs of students. Interest inventories are administered to determine the various learning styles of students. On-going assessments and review throughout the year prompt adjustments as they become necessary to ensure appropriate student progress.

All curriculum used across subject areas are state approved. In addition, Sequoyah Elementary follows strict adherence to the Oklahoma Priority Academic Student Skills (PASS). Weekly lesson plans reflect itemized PASS standards and objectives. Teachers meet by grade level each week to discuss curriculum lesson preparations, activities, assessment, and remediation alternatives. STUDY ISLAND, a software program designed to build and reinforce knowledge in the core curriculum areas, has been implemented to support the curriculum and aid in student performance.

Research by Reeves and others identifies the importance of nonfiction writing. Reeves suggests the act of writing helps build and maintain the brain pathways that connect diverse functions, such as language memory and motor control. Over the past two(2) years, Shawnee Public Schools have implemented a district wide program of nonfiction writing across the curriculum.

2a. (Elementary Schools) Reading:

Reading is the foundation of all instruction at Sequoyah. The goal is for every child to become an independent reader capable of directing his/her own pursuit of knowledge, understanding, and enjoyment. Scott Foresman is the current implemented reading series. The Harcourt Language Arts series guides and supports grammar and spelling instruction. All series are aligned with Oklahoma's PASS objectives.

LITERACY FIRST is utilized in the primary grades to assess phonemic awareness, phonics, vocabulary, fluency, comprehension, and other skills related to reading success. LITERACY FIRST assessments are administered three (3) times per year. At risk students receive additional instruction from a Title I Reading Specialist. For primary readers, a nightly, home based reading initiative also serves to promote reading and parental involvement.

All students at Sequoyah participate in D.E.A.R. (Drop Everything and Read) and RENAISSANCE Accelerated Reading Best Practices. DEAR is time set aside for practice and reading enjoyment. With Accelerated Reading, STAR tests are administered at the beginning of each semester to determine placement. Accelerated Reading guides students through appropriate levels of difficulty. As books are completed, students are assessed in comprehension and vocabulary. Monthly reading goals are established and a contract agreement is made between student and teacher. As mastery points accumulate, students may apply the points toward the purchase of school supplies or special privileges. STAR parties are held when all students in the classroom have reached their reading goal. A

huge slumber party is held in May for those students who achieved their monthly goals throughout the year.

After analyzing data collected from assessments, Sequoyah teachers create flexible reading groups tailored to individualized instruction. The smaller group approach offers greater opportunity for reading aloud, dialogue between teacher and student regarding comprehension, vocabulary development, making meaningful connections, and predictions related to a selected text. The development of these skills is valuable as they apply to other areas of core curriculum.

Sequoyah's Library Specialist and Gifted & Talented teacher work closely with classroom teachers to extend classroom reading experiences. Lessons are often prepared by the specialists to capitalize on existing student background of a particular subject. These lessons frequently incorporate the use of references and technology. The Library Specialist also promotes reading in the community and involves students by being part of the Read Across America initiative, sponsoring book fairs, and arranging for guest author appearances.

The Sequoyah faculty are in agreement that the texts, programs, and practices mentioned above are necessary and serve the students at Sequoyah very well. They have been selected and/or incorporated to provide varied instructional content, methods, and repetition, effectively meeting the the diverse individual needs of the student population.

3. Additional Curriculum Area:

Math curriculum is aligned with Oklahoma Priority Academic Student Skills (PASS) objectives meeting the requirements and expectations of NO CHILD LEFT BEHIND (NCLB) legislation. To support the adopted textbook series, Houghton-Mifflin, Sequoyah teachers also work with Investigations and Quickdraw texts. These resources introduce new concepts using a constructivist, hands-on, visual/kinesthetic approach. The concepts are then expanded to the more formal examples students may see on traditional assessments.

Although the computerized Accelerated Reading Program has been at Sequoyah Elementary for some time, Accelerated Math is new this year and has been added to develop and improve critical-thinking and reinforce basic math skills. The most important aspects of Accelerated Math are the individualized progression of student performance and immediate feedback to teacher and student. Immediate feedback allows teachers to monitor individual needs and performance. Feedback allows each student to take ownership of his/her education. Furthermore, the program keeps the students busy with practices and exercises which improves time on task. Identical to the Accelerated Reading Program, student and teacher establish periodic student goals reflected in contract form outlining expectations. Promoting maximum progress, students must achieve 85% or above on tests, 75% or above on practices and master at least four (4) objectives per week. It will be exciting to see what effects the program has on Sequoyah's future OCCT math scores.

4. Instructional Methods:

Sequoyah Elementary has responsibility for the beginning stages of a student's academic development. Each teacher believes in the capability and potential of students to one day become independent and productive individuals in society. Teachers readily face the challenges of ethnic and gender differences, effects of poverty, physical and mental handicaps with an arsenal of experience and training. Teachers are responsive developing plans of individualized instruction that will result in student performance, growth, and maturity. GREAT EXPECTATIONS classroom practices have been Sequoyah's executed teaching model for ten (10) years. Upon employment, each classroom teacher attends a GREAT EXPECTATIONS Institute to ensure appropriate and consistent modeling.

Sequoyah Elementary incorporates the use of educational interventions to support curriculum and programs. One such intervention is the utilization of high school students

from a Leadership class. The high school students provide individual attention, assisting with reading and creative writing skills. Another intervention is the contribution of time extended by faculty and volunteers during summer months. Teachers and volunteers hold reading sessions with students providing continuity and advancement opportunity within the Accelerated Reading program.

Sequoyah teachers commit themselves to the acquisition of proven research-based instructional methods that effectively address individual needs of students. Teachers utilize an array of instructional methods drawing from notable experts in the field of education such as Bloom, Gardner, Marzano, and Reeves.

If an experienced educator enters Sequoyah Elementary he/she will have opportunity to witness Bloom's taxonomy first hand. Teachers often use Bloom's three (3) levels of analysis, synthesis, and evaluation, particularly in the subject areas of reading, science, and social studies. When selecting activities for enrichment, Sequoyah teachers turn to Gardner's expertise on multiple intelligences. A variety of lessons and respective rubrics are provided for students to make selections. Varied forms of expression personalize the activity, encourages student learning, and reinforces understanding. More recently, Sequoyah teachers have put emphasis on Marzano's nine (9) effective teaching strategies and the importance of vocabulary building. Identifying similarities and differences, the use of organizers, summarizing, questioning, cooperative learning, and the value of nonlinguistic representations all serve to promote academic performance and develop critical thinking skills. Thus, students become stronger independent thinkers and begin assuming more responsibility for their own education. Instructional approaches vary from classroom to classroom, unit to unit, and student to student. However, the most prevalent instructional approaches are teacher driven, incorporating cooperative learning, art integration, creative writing, higher level thinking skills, mentors, the use of hands-on manipulatives or technology.

5. Professional Development:

Sequoyah Elementary embraces the philosophy that teachers are lifelong learners. Next to the nurturing guidance of parents, Sequoyah teachers know they are the most important factor in the lives of children. As their example in the classroom impacts students, it is imperative teachers continue acquiring general knowledge and information related to changes in law or advancements in education.

Shawnee Public Schools currently has five (5) days applied to the school calendar year for professional development. Sequoyah teachers place a high priority on professional development and take full advantage of opportunities to acquire new skills and greater understanding. Sequoyah teachers have accumulated professional development hours well above the state mandate.

Teachers at Sequoyah Elementary participate in a broad range of staff development. They attend workshops provided at the district and state levels pertaining to their respective subject areas. They attend state and national conferences. They enroll in summer camps and university classes across the nation seeking extensive training that will, ultimately, result in greater student achievement. It is common for Sequoyah teachers to share new skills and knowledge with fellow faculty members during staff meetings so that all may receive the training benefit. In addition, two (2) Sequoyah teachers are certified and active in the district's TRAIN THE TRAINERS program, providing valuable information and strategies to fellow educators that meet state and national professional staff development guidelines.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Oklahoma Core Curriculum Test

Edition/Publication Year State Owned T Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	Stanford Test	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus % Satisfactory State Standards (PA)	96	89	84		
% "Exceeding" State Standards					
% Advanced on State Standards	6	4	10		
Number of students tested	76	59	50		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	5	0	0		
Percent of students alternatively assessed	7	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory State Standards (PA)	100	80	73		
% "Exceeding" State Standards					
% Advanced on State Standards	0	0	0		
Number of students tested	11	10	11		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory State Standards (PA)	93	85	86		
% "Exceeding" State Standards					
% Advanced on State Standards	2	4	0		
Number of students tested	44	26	21		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	Stanford Test	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus % Satisfactory on State Standards (F	84	84	87		
% "Exceeding" State Standards					
% Advanced on State Standards	18	46	28		
Number of students tested	77	59	50		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	0		
Percent of students alternatively assessed	3	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	91	70	73		
% "Exceeding" State Standards					
% Advanced on State Standards	0	30	0		
Number of students tested	11	10	11		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	83	73	86		
% "Exceeding" State Standards					
% Advanced on State Standards	11	23	24		
Number of students tested	46	26	21		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	Stanford Test	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus % Satisfactory on State Standards (F	96	96	89		
% "Exceeding" State Standards					
% Advanced on State Standards	16	11	20		
Number of students tested	71	59	61		
Percent of total students tested	97	100	98		
Number of students alternatively assessed	5	0	0		
Percent of students alternatively assessed	7	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	89	87	79		
% "Exceeding" State Standards					
% Advanced on State Standards	11	7	29		
Number of students tested	9	15	14		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	93	97	84		
% "Exceeding" State Standards					
% Advanced on State Standards	19	7	6		
Number of students tested	27	29	36		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus % Satisfactory on State Standards (F	100	88	80	84	67
% "Exceeding" State Standards					
% Advanced on State Standards	58	27	12	9	4
Number of students tested	56	57	62	55	57
Percent of total students tested	100	100	98	100	98
Number of students alternatively assessed	5	0	0	0	0
Percent of students alternatively assessed	9	0	0	0	0
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F		91	61	70	71
% "Exceeding" State Standards					
% Advanced on State Standards		36	17	0	0
Number of students tested	6	11	18	10	14
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	100	82	72	80	84
% "Exceeding" State Standards					
% Advanced on State Standards	54	15	3	8	0
Number of students tested	28	33	35	25	25
3. Special Education (IEP)					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F			40		
% "Exceeding" State Standards					
% Advanced on State Standards			0		
Number of students tested			10		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus % Satisfactory on State Standards (F	100	80	74	91	70
% "Exceeding" State Standards					
% Advanced on State Standards	58	43	16	42	12
Number of students tested	56	56	62	35	58
Percent of total students tested	100	98	98	100	98
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F		82	61	90	78
% "Exceeding" State Standards					
% Advanced on State Standards		55	22	40	7
Number of students tested	6	11	18	10	14
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	100	70	69	92	76
% "Exceeding" State Standards					
% Advanced on State Standards	54	18	9	40	12
Number of students tested	28	33	35	25	25
3. Special Education (IEP)					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F			10		
% "Exceeding" State Standards					
% Advanced on State Standards			0		
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus % Satisfactory on State Standards (F	96	93	87		
% "Exceeding" State Standards					
% Advanced on State Standards	41	36	39		
Number of students tested	71	59	51		
Percent of total students tested	97	100	98		
Number of students alternatively assessed	3	0	0		
Percent of students alternatively assessed	4	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	100	87	79		
% "Exceeding" State Standards					
% Advanced on State Standards	44	40	36		
Number of students tested	9	15	14		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	96	93	81		
% "Exceeding" State Standards					
% Advanced on State Standards	32	31	25		
Number of students tested	28	29	36		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	Stanford Test	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus % Satisfactory on State Standards (F	84	84	87		
% "Exceeding" State Standards					
% Advanced on State Standards	18	46	28		
Number of students tested	77	59	50		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	0		
Percent of students alternatively assessed	3	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	91	70	73		
% "Exceeding" State Standards					
% Advanced on State Standards	0	30	0		
Number of students tested	11	10	11		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus % Satisfactory on State Standards (F	83	73	86		
% "Exceeding" State Standards					
% Advanced on State Standards	11	23	24		
Number of students tested	46	26	21		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					