

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 Mr. Ron Beach

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

Official School Name Ardmore Middle School

(As it should appear in the official records)

School Mailing Address PO Box 1709

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

Ardmore

Oklahoma

73402-1709

City

State

Zip Code+4(9 digits total)

County Carter

State School Code Number* 10-1019-505

Telephone (580) 223-2475

Fax (580) 221-3060

Web site/URL www.ardmoreschools.org

E-mail rvbeach@ardmore.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 Dr. Ruth Ann Carr

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

District Name Ardmore City Schools

Tel. (580) 226-7650

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 Mrs. Nancy Porter

(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
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 7 TOTAL
2. District Per Pupil Expenditure: _____ 7243
 Average State Per Pupil Expenditure: _____ 6944

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 are
 Rural
4. _____ 3 Number of years the principal has been in her/his position at this school.
 _____ 31 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	93	92	185
K			0	8	120	95	215
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	85	100	185				
TOTAL STUDENTS IN THE APPLYING SCHOOL							585

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 20 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 22 | % Black or African American |
| 8 | % Hispanic or Latino |
| 49 | % 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 19 %

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	47
(2)	Number of students who transferred from the school after October 1 until the end of the year	77
(3)	Total of all transferred students [sum of rows (1) and (2)]	124
(4)	Total number of students in the school as of October 1	623
(5)	Total transferred students in row (3) divided by total students in row (4)	0.20
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 5 %
27 Total Number Limited English Proficient

Number of languages represented 9

Specify languages: Spanish, Vietnamese, Nepali, Shona, Bangla, Choctaw, Gujarati, Urdu and Chinese

9. Students eligible for free/reduced-priced meals 75 %

Total number students who qualify: 439

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: 15 %
86 Total Number of Students Serve

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>3</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>7</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>54</u>	Specific Learning Disabilit
<u>5</u>	Emotional Disturbanc	<u>2</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>10</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>1</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>3</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>4</u>
Special resource teachers/specialist	<u>8</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support Staff	<u>14</u>	<u>1</u>
Total number	<u>62</u>	<u>6</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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	92 %	93 %	93 %	91 %
Daily teacher attendance	94 %	96 %	96 %	96 %	95 %
Teacher turnover rate	5 %	7 %	5 %	14 %	13 %
Student drop out rate (middle/high	0 %	0 %	1 %	0 %	1 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Ardmore Middle School is located in Ardmore, Oklahoma. The community of Ardmore is located on Interstate-35 halfway between Oklahoma City, Oklahoma, and Dallas, Texas. Because of this proximity to a major interstate highway, we have a very diverse population but also access to many amenities which other communities our size do not have. Ardmore is a community of about 30,000 people and is continually evolving. Ardmore Middle School reflects this ever-changing community.

Ardmore Middle School's mission statement is the district's mission statement: In partnership with parents and the community, the mission of Ardmore City Schools is to educate all students through an unconditional commitment to quality and high standards. At AMS, we choose to believe that all students can learn, and we strive to ensure that educational process by whatever means necessary.

Ardmore Middle School is a school of energy and diversity with teachers and students who are excited about the learning process. These qualities make Ardmore Middle School a place where all students, regardless of socio-economic status, race or other diverse characteristics, receive an education that will prepare them, not only for high school, but also for all future endeavors as life-long learners and eventually, contributing members of society.

Teachers and staff at Ardmore Middle School take the time to identify and address individual student needs. Various programs are in place to ensure the success of every student. Remediation programs are in place both during the school day and after school to help those students with learning difficulties or students who may have fallen behind for some reason. Accelerated classes, including advanced science, advanced language arts, advanced math and Spanish I are offered for those students who require more of an academic challenge. Teachers, support staff and community volunteers mentor students as they move through the curriculum.

Ardmore Middle School teachers and staff look for innovative ways to teach our students. One important aspect of our teaching philosophy is a hands-on approach for our students. Our science classes focus on inquiry-based science instruction, using science kits from Full Option Science Systems (FOSS). Since the implementation of the program, science test scores have improved dramatically. This year, AMS did an Across-the Curriculum Unit centered around *The Lion, the Witch and the Wardrobe*. Teachers from each subject area took a different aspect of the book and built the curriculum around it. The remediation students met at lunch for Book Club, the advanced science classes studied ice formations and chemical reactions and the art classes designed their own game boards. All activities were carefully developed to target specific state content objectives.

At the end of each school year, the sixth graders attend a three-day Environmental Camp at an area lake. Community volunteers conduct classes for our students in environmental science with hands-on activities aligned to the state curriculum.

At AMS, we strive to educate the whole student. Several programs are offered to address the emotional and social needs of students. These programs include: Boys and Girls Club; Possibilities, a program for Hispanic students; Gang Resistant Education and Training (GREAT), a drug prevention program; and AGAPE, a community and state supported abstinence program. Special grants provide for a school-resource police officer and a school-based social worker who are available to work, not only with the students, but also with their families when necessary. Two full time counselors are also available to work with our students and their parents.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Ardmore Middle School participates in the Oklahoma School Testing Program (OSTP), which is used to meet the accountability requirements of No Child Left Behind (NCLB). Results from the OSTP and other statutory elements are part of the Oklahoma accountability system, the Academic Performance Index (API). The API is calculated by using scores from all the student populations in a school and the school's attendance rate. Benchmark scores have been set for reading and mathematics culminating in a requirement for a score of 1500 by 2014. Ardmore Middle School's API for 2006-2007 was an improvement of 290 points in two years. All groups must meet the benchmark scores for the school to make Adequate Yearly Progress (AYP). Ardmore Middle School has made AYP since the inception of NCLB.

The Oklahoma School Testing Program for grades 6-8 consists of criterion-referenced tests that measure student mastery of the Oklahoma Priority Academic Student Skills (PASS). Test results are reported by four performance levels, advanced, satisfactory, limited knowledge and unsatisfactory. A score in the satisfactory or advanced category demonstrates that students have met the performance standard. Tests for grades six and seven include reading and math and have been in effect for two years. Geography is also tested in grade seven. The testing program for grade eight includes reading, math, social studies, science and writing. More information may be obtained at www.sde.state.ok.us.

Results from the state testing program show improvement for Ardmore Middle School for the two years of sixth and seventh grade data that is available, and improvement for the five years of data for the eighth grade. Significant numbers of students exist in four subgroups: African American, Native American, low socio-economic and special education students.

Mathematics. The percent of sixth graders passing increased by 1%; however, the percent scoring advanced increased by 13%. The subgroups did not improve from 2006-2007.

The percent of seventh graders passing increased by 28%. African American students improved by 38%, reducing the disparity. Native American and low socio-economic groups improved by 29% and 30% respectively. The number of special education students passing the test increased by 41%.

Eighth grade scores for the subgroups of 'all' students have been available for only the last two years. Therefore, the trend data for the five years included only subgroups of 'regular' students for the first three years and is reported for 'all' students the last two. The percent passing has improved by 18% for the whole group. In the same time frame, the African American percent passing improved from 29% to 65%. Native American students improved from 55% passing to 78%, low socio-economic students improve from 42% to 65% and special education students improved from 11% to 25%.

Reading. The percent of sixth graders passing increased by 1%; however, African American and special education students improved by 2% and 7%. There was no change in economically disadvantaged students, and the percent of Native American students passing dropped by 3%.

The percent of seventh graders passing the test increased by 10%. Each subgroup also showed an increase in the percent passing. African American students improved by 10%, Native American students by 4%, low socio-economic students by 13% and special education students by 39%.

Eighth grade reading scores have been reported in the same way as the mathematics scores were reported over the five year period. Overall the percent passing improved by 19% in five years. The number of African American students passing the test increased by 11%, Native American students by 4%, low socio-economic students by 3% and special education students by 26%.

2. Using Assessment Results:

For the last three years, the middle school staff has made a concentrated effort to use student assessment data to adjust and improve instruction, to assist in student placement and to determine professional development needs for our teachers.

Benchmark tests that are aligned to the state objectives are given three times during the year in reading, and six times during the year in mathematics. Mastery of the objectives tested on each benchmark test is

set at 80% with mastery on the state Criterion Referenced Tests set at 70%. Results on the benchmark tests have been predictive of student scores on the state tests, thus fostering a high teacher allegiance to their use.

Objectives are re-taught and re-tested, students are scheduled for before- and after-school tutoring and, in some cases, student class schedules are changed to enroll students in remediation classes in lieu of electives.

When state test results are received in the summer, they are reported by disaggregated groups. Teachers meet by grade level and subject area to identify strong and weak areas of each group. Curriculum maps are revised to better address those weak areas, and teachers collaborate to design teaching strategies to ensure student understanding of the objectives.

State test results are used for scheduling individual students in appropriate classes. Students scoring 'Advanced' are recommended for pre-AP classes in math, language arts and science; students scoring 'Limited Knowledge' or 'Unsatisfactory' in math or reading are assigned to subject specific and grade appropriate remediation classes. Students are then placed in smaller groups within each class to address common weaknesses. In these and in all classes, teachers use the scores of students to determine specific approaches to individual students and to provide appropriate individual or small group instruction.

And, finally, objectives not mastered by the students become the impetus for professional development for the teachers. Teachers attend specific, job-embedded, research-based, on-going training in their subject area to be better equipped to teach the curriculum to mastery.

3. Communicating Assessment Results:

Ardmore Middle School utilizes several techniques to keep parents, students and the community informed concerning student achievement including conferences and written communication with parents, newspaper articles, district mailings and technology.

Progress reports are mailed home during the fifth week of each nine-week grading period. Teachers call parents regularly to discuss concerns about individual progress and/or discipline issues, and parent/teacher conference days are built into the calendar. School administrators and the superintendent conduct parent information meetings at which test results are shared and discussed; additional meetings with the parents of African American, American Indian and Hispanic students are held to discuss disparities in student achievement among subgroups tested and to seek solutions.

Each student's state test results are mailed to his/her parents, as well as reports for the school as a whole. School reports are printed in the local newspaper showing the percentages of students scoring advanced, satisfactory, limited knowledge and unsatisfactory, and the school's progress toward meeting the requirements of No Child Left Behind.

The district produces a newsletter highlighting scores and honors that is mailed to every household in the Ardmore School District. School administrators also present assessment results to community groups such as the Ardmore Chamber of Commerce and local civic clubs.

Technology is a strong tool utilized by staff and parents. Teachers have access to technology and receive frequent training from site technology mentors. The district maintains a web site, and every faculty member has a published email address for easy parent accessibility. K12Planet, a web-based communication tool between teachers and parents, is updated weekly by teachers to report grades and assignments. Parents or guardians are issued a password allowing them access to their child's grades and assignments.

Eighth grade students are administered the EXPLORE test, an assessment developed by ACT, in October. The results are distributed and explained to staff, students and their parents by the school counselor. Seventh grade students who qualify are invited to be involved in the DUKE Talent Inventory Program where they take the ACT with high school juniors and seniors. Students who have advanced scores in either the EXPLORE or DUKE TIP are recognized by the Board of Education and at a school awards assembly.

Ardmore Middle School staff are involved in regular district-wide collaboration meetings and strategic planning sessions where current assessment data is shared and goals are set to improve student achievement.

4. Sharing Success:

Ardmore Middle School has many opportunities to share its successes with other schools. On a local level, teachers meet for both horizontal alignment and vertical alignment. Our district is progressive in working to see that our curriculum is aligned at all levels. The use of curriculum maps promotes the opportunity for teachers to discuss best practice and share ideas.

The principal is involved in a statewide principal leadership academy that meets monthly. This provides an excellent avenue for collaboration with other administrators from our state, as well as from neighboring states. These administrators meet in various locations around the state and share successes regularly.

Middle school teachers are on state level committees, which provide more opportunities for collaboration with other teachers. Teachers and administrators attend state and national conferences that expose them to national speakers and provide opportunities to share ideas with other educators. Several teachers have presented workshops both locally and at the state level.

We are geographically located near two universities, and education students often come to our building for observations or student teaching experiences. Our school has hosted a debate tournament on more than one occasion, and the collaboration of students and educators at the tournament has been rich. We have a program for our Spanish-speaking students called Possibilities and anticipate other districts contacting us in the future for information about this successful program.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Dedicated to the tenets of No Child Left Behind, Ardmore Middle School offers a curriculum formulated on high standards and designed to ensure the success of every student. The Oklahoma State Priority Academic Student Skills (PASS) serves as the district curriculum.

Teachers spend time each summer and throughout the year to create and evaluate the curriculum maps. Our curriculum maps are treated as working documents, which are revised based on the latest results of benchmark testing and state testing. Curriculum maps contain scope and sequence charts and pacing charts, which are aligned to state standards and performance indicators, as well as charts demonstrating vertical alignment of units, academic vocabulary lists and technology integration activities. Our standards based curriculum maps address mastery levels specified by the state of Oklahoma.

Mathematics is aligned to the standards established by the Oklahoma State Department of Education. Multiple levels of mathematics are offered, including the opportunity to earn high school credit in Algebra I and Geometry. Various teaching methods are used to encourage students to discover and master math concepts necessary for success in our world including hands-on instruction with manipulatives, computer assisted instruction and cooperative learning. Students communicate and reason by applying math to real world settings using higher-order thinking and predicting skills. Benchmark assessments are used to measure student progress toward mastery of state standards. Opportunities are offered during the school day, as well as after school, for remediation, enrichment and acceleration.

Science is taught through an inquiry-based approach using kits from Full Option Science Systems (FOSS). For three years, the district has enjoyed a partnership with the K20 Center at the University of Oklahoma that has provided ongoing training in the use of science kits at all grade levels and in the integration of the use of technology in content areas. Science test scores have improved dramatically and should continue to do so since the district implemented this same inquiry-based science for all grades, preK through grade twelve.

Social Studies at Ardmore Middle School is intense, yet exciting. At the sixth grade level, students are involved in world studies. Students analyze and evaluate political and economic development of governments and groups of people. At the seventh grade level, students study world geography. They look at spatial patterns in and about various regions and study the cultural, political and economic development of different regions as well as the physical geography and population distribution. The eighth grade curriculum involves the study of United States history during the years of 1760-1877. This covers the American Revolution through the Civil War and the Reconstruction Period. Students study the various causes of the American Revolution, the key events and major personalities. All three years of a student's tenure at Ardmore Middle School involve the use of maps, charts, graphs and timelines to help students see geography and history from more than one viewpoint.

Spanish is required for all students in grades seven and eight. Students may also take Spanish I for high school credit.

The fine arts program for AMS includes visual arts, vocal music, band, orchestra, and dramatic arts for grades six, seven, and eight. All fine arts courses are aligned to PASS and include beginning, as well as accelerated, classes for every grade level and opportunities for student performance or exhibition. Other elective courses include drama and debate, computer science, home economics and athletics.

2b. (Secondary Schools) English:

Language arts at Ardmore Middle School engages students in strategies that incorporate the language arts strands of reading, writing, speaking and listening. Visual literacy is also a part of the curriculum, where students interpret and evaluate visual messages. The language arts program is driven by the PASS standards and is vertically aligned.

Ardmore Middle School is constantly striving to meet the needs of each student from the lowest performing

student to the highest. Students performing below grade level are identified through the previous year's testing. If the state standard has not been met, students are placed in an additional reading class that is designed to meet their needs. Lexia, a diagnostic and skill based reading program, and SuccessMaker, an integrated computer learning system, are used in these classes to help struggling students improve and grow in the language arts area. Study Island has recently been incorporated as another tool to help students who are behind.

Honors classes are offered to those students performing above grade level to allow them to move at a faster pace and cover more in-depth material. Teachers assign independent reading for the purpose of class discussion, literature circles, book reports or Accelerated Reader. Students are held accountable through benchmark testing done throughout the year to ascertain that students are where they need to be. Re-teaching is done, if necessary, through an after-school tutoring program.

Higher order thinking skills are an important part of the language arts curriculum. Teachers develop test questions and conduct class discussions that incorporate all levels of Bloom's Taxonomy. Overall, students are challenged and encouraged each step of the way through Ardmore Middle School.

3. Additional Curriculum Area:

Our foreign language program uses a multiple intelligences and learning styles approach in project-based lessons and activities that stimulate speech and written production in the second (or third) language. Technological and community-based resources and an on-going creative assessment process with a review loop provide additional tools to ensure an effective program.

Music serves as a vehicle for acquiring rhythms and correct pronunciation of the Spanish language. It helps in capturing colorful vocabulary and provides painless practice of repetitive skills. Visual stimulation occurs through color-coding for compare and contrast techniques (ex. conjugating verbs). Cross-comparison of the Romance languages assists our students in augmenting their language decoding skills.

Movement is incorporated daily, usually twenty minutes into the Spanish class, allowing the brain to process information received. Project-based opportunities include a fashion show and a restaurant with actual recipes the students prepare. Scripts with cloze sentences are utilized to teach word order and vocabulary.

We embrace the cultural diversity of our community's world-renowned scientists, as well as pulling the language strands of the Chickasaw Tribe, which is indigenous to our area. Assessment is achieved in a variety of ways such as timed events (ex. counting by tens, or reciting the months of the year), vocabulary scrambles and match-ups and 'exit tickets' (sharing something the student learned as they exit the classroom).

4. Instructional Methods:

Ardmore Middle School teachers employ a variety of research-based instructional methods and strategies to ensure acquisition of knowledge and skills. District administrators feel so strongly about this that teachers are evaluated against the Oklahoma Minimum Criteria for Effective Schools that is based on the work of Madeline Hunter.

Robert Marzano's Building Academic Vocabulary stresses vocabulary building through direct instruction on words related to context and provides consistency with PASS objectives by focusing on Oklahoma grade level vocabulary in all subject areas. Marzano's Classroom Instruction that Works guides our thinking about the importance of homework and practice, summarizing and note taking, setting objectives and providing feedback, cooperative learning and the use of questions, cues and advance organizers.

AMS is in the first year of a state GEARUP grant. Through this grant, all teachers have been trained in Thinking Maps, brain compatible visual tools (graphic organizers) that strengthen networks for thinking through repetition, consistency and extension. These maps provide a common visual tool that gives students a concrete way to represent abstract thought processes.

Frequent benchmark testing throughout the school year is used to monitor the level and progress of each student in reading and mathematics.

Additional resource classes are required in reading and mathematics for all students who scored unsatisfactory or limited knowledge on the Criterion Referenced Tests from the previous school year.

These classes emphasize the use of hands-on investigations, learning centers, team teaching, individual help and small and large group instruction.

The SuccessMaker computer lab is mandatory for all students who scored limited knowledge or unsatisfactory on the CRTs, and students are pulled from resource classes every other day for this additional instructional component. Additional instructional programs offered are Title I, ELL and special education. Indian Education Tutoring, after-school tutoring and Boys and Girls Club are available Monday through Thursday after school for students who need assistance in the form of tutoring, peer tutoring or homework assistance.

5. Professional Development:

Professional development at Ardmore Middle School is designed to train staff in research-based strategies which will enable them to increase student learning. The professional development provided in the last three years, combined with the instructional strategies listed above, have resulted in an increase of 290 points in the school Academic Performance Index. Discipline referrals have significantly decreased, and school-home relations have improved.

Poverty is a major issue for many of our students. Our teachers realize that they must fill in possible gaps in our students' previous learning. Ruby Payne's A Framework for Understanding Poverty training provides our teachers with the knowledge of class differences and with strategies to utilize in teaching children from poverty. Teacher Expectations and Student Achievement (TESA) and Parent Expectations Support Achievement (PESA) training equips teachers and parents with skills which enhance academic achievement in their students by building relationships and increasing self-esteem. Intensive training was also given for previously mentioned programs such as Boys Town social skills, GEARUP's Thinking Maps and Marzano's Building Academic Vocabulary.

Teachers receive on-going training in the use of state assessment data, in the use and development of benchmark assessments and in Literacy First, all of which have convinced and enabled teachers to adjust instruction to meet the individual needs of their students.

Pre-AP training sessions are available through the College Board each summer for our core subject teachers. Many of our teachers take advantage of this opportunity and share innovative strategies with their peers. Staff members have been trained to utilize educational software for reading and math, such as Lexia and SuccessMaker. Targeted students utilize this software in remediation courses.

Ardmore Middle School has a partnership with the University of Oklahoma's K20 Center. Highly qualified professionals support our science teachers in their teaching of science by the inquiry method. The Center provides knowledge and training in the use of science kits and equipment. They also assist in teacher technology training and enable our teachers to network with other professionals.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test Oklahoma Core Curriculum Test

Edition/Publication Year Renewed Year! Publisher Data Recognition Corp. & Oklahoma State Department

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Satisfactory plus % Advanced	80	84			
% "Exceeding" State Standards					
% Advanced	10	10			
Number of students tested	111	140			
Percent of total students tested	100	99			
Number of students alternatively assessed	8	4			
Percent of students alternatively assessed	8	4			
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	82	77			
% "Exceeding" State Standards					
%Advanced	5	12			
Number of students tested	22	34			
2. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	71	84			
% "Exceeding" State Standards					
% Advanced	4	0			
Number of students tested	24	31			
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	72	80			
% "Exceeding" State Standards					
% Advanced	6	10			
Number of students tested	77	99			
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	50	25			
% "Exceeding" State Standards					
% Advanced	0	4			
Number of students tested	8	28			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Satisfactory plus % Advanced	81	81			
% "Exceeding" State Standards					
% Advanced	11	13			
Number of students tested	129	142			
Percent of total students tested	100	99			
Number of students alternatively assessed	20	1			
Percent of students alternatively assessed	13	1			
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	65	70			
% "Exceeding" State Standards					
% Advanced	10	3			
Number of students tested	31	33			
2. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	76	74			
% "Exceeding" State Standards					
% Advanced	0	0			
Number of students tested	25	23			
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	74	73			
% "Exceeding" State Standards					
% Advanced	6	11			
Number of students tested	86	93			
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	47	17			
% "Exceeding" State Standards					
% Advanced	7	0			
Number of students tested	15	36			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory plus Advanced	81	81			
% "Exceeding" State Standards					
Advanced	11	13			
Number of students tested	129	142			
Percent of total students tested	100	100			
Number of students alternatively assessed	13	2			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	65	70			
% "Exceeding" State Standards					
Advanced	10	3			
Number of students tested	31	33			
2. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	76	74			
% "Exceeding" State Standards					
Advanced	0	0			
Number of students tested	25	23			
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	74	73			
% "Exceeding" State Standards					
Advanced	6	11			
Number of students tested	85	93			
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	47	17			
% "Exceeding" State Standards					
Advanced	7	0			
Number of students tested	15	36			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Satisfactory plus % Advanced	88	77	73	84	82
% "Exceeding" State Standards					
% Advanced	13	7	12	2	8
Number of students tested	128	143	119	158	159
Percent of total students tested	100	99	100	100	96
Number of students alternatively assessed	28	1	0	1	0
Percent of students alternatively assessed	17	1	0	1	0
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	79	71	69	74	58
% "Exceeding" State Standards					
% Advanced	0	6	7	0	0
Number of students tested	48	31	29	23	31
2. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	90	67	60	76	83
% "Exceeding" State Standards					
% Advanced	10	0	5	0	0
Number of students tested	20	21	22	21	23
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	81	67	65	77	68
% "Exceeding" State Standards					
% Advanced	7	6	2	0	0
Number of students tested	73	77	52	69	68
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	44	18	16	13	21
% "Exceeding" State Standards					
% Advanced	0	0	0	0	0
Number of students tested	25	33	43	31	39

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Satisfactory plus % Advanced	69	71			
% "Exceeding" State Standards					
% Advanced	26	12			
Number of students tested	11	140			
Percent of total students tested	100	99			
Number of students alternatively assessed	8	4			
Percent of students alternatively assessed	6	2			
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	41	62			
% "Exceeding" State Standards					
% Advanced	14	12			
Number of students tested	22	34			
2. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	67	65			
% "Exceeding" State Standards					
% Advanced	29	10			
Number of students tested	24	31			
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	61	66			
% "Exceeding" State Standards					
% Advanced	18	8			
Number of students tested	77	99			
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	7	7			
% "Exceeding" State Standards					
% Advanced	0	0			
Number of students tested	14	28			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Satisfactory plus % Advanced	80	62			
% "Exceeding" State Standards					
% Advanced	22	10			
Number of students tested	129	170			
Percent of total students tested	100	99			
Number of students alternatively assessed	20	1			
Percent of students alternatively assessed	14	0			
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	71	43			
% "Exceeding" State Standards					
% Advanced	13	3			
Number of students tested	31	35			
2. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	64	39			
% "Exceeding" State Standards					
% Advanced	8	2			
Number of students tested	25	29			
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	72	50			
% "Exceeding" State Standards					
% Advanced	13	6			
Number of students tested	85	112			
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	54	9			
% "Exceeding" State Standards					
% Advanced	9	0			
Number of students tested	11	43			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Satisfactory plus % Advanced	82	72	68	80	65
% "Exceeding" State Standards					
% Advanced	20	17	24	26	23
Number of students tested	128	143	119	161	161
Percent of total students tested	100	99	100	100	96
Number of students alternatively assessed	28	1	0	1	0
Percent of students alternatively assessed	18	1	0	1	0
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	70	68	51	73	29
% "Exceeding" State Standards					
% Advanced	6	13	10	13	0
Number of students tested	33	31	29	2324	31
2. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	85	76	59	68	55
% "Exceeding" State Standards					
% Advanced	15	14	14	23	17
Number of students tested	20	21	22	22	24
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	74	68	56	73	42
% "Exceeding" State Standards					
% Advanced	11	8	10	15	6
Number of students tested	73	77	52	71	70
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Satisfactory plus % Advanced	19	12	9	18	11
% "Exceeding" State Standards					
% Advanced	0	0	0	0	0
Number of students tested	16	34	43	33	38

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory plus Advanced	82	72	68	81	65
% "Exceeding" State Standards					
Advanced	20	17	24	27	23
Number of students tested	128	143	119	158	161
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	27	2			
Percent of students alternatively assessed	14	1			
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	70	68	61	78	29
% "Exceeding" State Standards					
Advanced	6	13	10	13	0
Number of students tested	33	31	29	23	31
2. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	85	76	59	67	55
% "Exceeding" State Standards					
Advanced	15	14	14	24	17
Number of students tested	20	21	22	21	24
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	74	68	56	75	42
% "Exceeding" State Standards					
Advanced	11	8	10	16	6
Number of students tested	73	77		69	70
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	19	12	9	19	11
% "Exceeding" State Standards					
Advanced	0	0	0	0	0
Number of students tested	16	34	43	31	38