

**2005-2006 No Child Left Behind - Blue Ribbon Schools  
Program**

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*U.S. Department of Education*

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

Name of Principal: **Mr. Terry Conder**

Official School Name **Alva Middle School**

School Mailing Address **800 Flynn Street**

**Alva**  
City  
(digits total)

**OK**  
State

**73717+2199**  
Zip Code+4 (9)

County **Woods**

State School Code Number\* **76001505**

Telephone **(580) 327-0608**

Fax **(580) 327-4255**

Website/URL   **alvaschools.com**

E-mail   [tlconder@alvaok.net](mailto:tlconder@alvaok.net)

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent: **Mr. Don Rader**

District Name. **Alva Independent Schools**    Phone **(580) 327-4823**

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board

President/Chairperson: **Mr. Kenneth Byrd**

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

## **PART I - ELIGIBILITY CERTIFICATION**

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**[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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.



*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school: **89%** White  
**2%** Black or African American  
**3%** Hispanic or Latino  
**0%** Asian/Pacific Islander  
**6%** 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: **14%**

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>15</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>15</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>30</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>207</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>.1449</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>14</b>

8. Limited English Proficient students in the school: **0%**  
**0** Total Number Limited English Proficient  
Number of languages represented: **0**  
Specify languages:

9. Students eligible for free/reduced-priced meals: **49%**

Total number students who qualify: **102**

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: **18%**

**37** 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		Orthopedic Impairment
Deafness	<b>6</b>	Other Health Impaired
Deaf-Blindness	<b>26</b>	Specific Learning Disability
<b>4</b> Emotional Disturbance		Speech or Language Impairment
Hearing Impairment		Traumatic Brain Injury
Mental Retardation		Visual Impairment Including Blindness
<b>1</b> 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)	<b>1</b>	
Classroom teachers	<b>18</b>	<b>4</b>
Special resource teachers/specialists	<b>2</b>	<b>1</b>
Paraprofessionals	<b>1</b>	
Support staff	<b>5</b>	
Total number	<b>27</b>	<b>5</b>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: **8:1**

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	<b>96%</b>	<b>97%</b>	<b>94%</b>	<b>95%</b>	<b>95%</b>
Daily teacher attendance	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>96%</b>	<b>95%</b>
Teacher turnover rate	<b>10%</b>	<b>11%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
Student dropout rate (middle/high)	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Student drop-off rate (high school)	%	%	%	%	%

### **Part III – SUMMARY**

Alva Middle School, with an average daily enrollment of 204, serves students in grades 6, 7, and 8. The facility is designed to meet the developmental learning and socialization needs for these students. In addition, a strong academic curriculum is offered.

Fifty percent of the faculty at Alva Middle School hold advanced degrees. One of the faculty members is nationally certified, and another is currently in the process of obtaining national certification. The average number of years of teaching experience for our faculty is 18 years. The administrator holds a standard administrator's certificate. Our middle school employs a full-time media specialist and a full-time counselor. Special education services are provided by two full-time special education teachers and a speech pathologist.

Alva Middle School is a Great Expectations school with more than half of the faculty trained in Great Expectations methods. Using cross-grade grouping, students meet daily for a twenty-five minute period which we refer to as "Bug Break". Since our school mascot is the Goldbug, a symbol of excellence, "Bug Break" was the perfect name for our cross-grade groups. During this time, flag salutes, school creed, daily announcements, and character education are emphasized. The remainder of this time is used for students to read a book of their choice. An Accelerated Reader program has been in place for over a decade. The closed-circuit Channel One television network provides satellite downlink capabilities so that current news is viewed on a daily basis in the building.

Core curricular courses are offered to all students. In addition, students may receive high school credit in math. Students may elect to participate in band, vocal, art, technology, home economics, computer, and vocational agriculture. The vocal department, band department, and academic teams have received and continue to receive state honors. A full competitive sports program is also active throughout the school year.

Alva Middle School's philosophy stresses that each student is an important and significant human being and is capable of learning. We believe that each student must have access to complete equality of educational opportunities to develop his/her talents regardless of mental and physical capabilities, socio-economic status, gender, ideology, national origin, or religious preference. Successful and meaningful learning experiences and developing self-esteem are accorded the highest priority for each student.

We believe that a rigorous and sequentially coordinated curriculum which provides for individual differences should be offered to advance each student's personal/social, academic/educational, and career/vocational goals. Excellence in teacher and pupil performance will be encouraged and recognized in all areas of endeavor. This curriculum will meet or exceed that established by the Oklahoma State Department of Education and North Central Association of Colleges and Schools.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### *1. Assessment results*

Alva Middle School is a participant in the Oklahoma School Testing Program (OSTP). The OSTP provides Oklahoma Core Curriculum Test (OCCT). The reading and mathematics portions of this criterion-referenced test are accountability tests required by the 2001 Federal Legislation, “No Child Left Behind”. The OCCT contains both “operational” items that are used to score students and “field-test” items that are not scored. The performance levels identified are unsatisfactory, limited knowledge, satisfactory, and advanced. For purposes of this report, we are including the satisfactory and advanced categories. The Academic Performance Index has a 700-800 range which is satisfactory, while advanced is 801-999.

The criterion-referenced test, Priority Academic Student Skills (P.A.S.S.), is based on the state-mandated curriculum for K-12 public schools. P.A.S.S. contains both process and content standards for each grade level and curriculum area. For grade eight, assessment results for reading and math are reported and tracked. The results show gains in both math and reading areas since 2000-2001.

Specifically, during this time the number of students who scored in the satisfactory category increased by 52% in math and 17% in reading. The number of math students who scored in the advanced category increased by 11%, while the number of students who scored in the advanced category in reading dropped 4%. In the economically disadvantaged group, the number of students who scored satisfactory dropped 4% in math and increased by 1% in reading. The percent of economically disadvantaged students that scored at the advanced level increased 2% in math and 4% in reading.

Alva students have traditionally scored above state levels. For example, in 2004-2005 83% of Alva’s eighth-graders scored at the satisfactory level while 72% of the students statewide scored satisfactory. In the advanced category, the number of Alva students exceeded the number of students at the state level by 1%. In mathematics, 22% of Alva’s eighth-graders scored in the advanced level while the number of students statewide was 20%. Sixty-seven percent of Alva’s eighth-graders performed at the satisfactory level while only 56% of the students statewide performed at this level. Because of traditionally low ethnic numbers, a comparison of Caucasian and other subgroups indicate either missing data or data involving small numbers.

The Academic Performance Index (API) is a scaled score that places students into performance levels established for each test. Scores range between 0-1500 with 1000 as the current state average. The primary purpose of the API is to measure the performance of Oklahoma schools, while monitoring Oklahoma’s performance at the state level. Alva Middle

School has continued to increase its API scores in reading and math since 2001-2002. Math scores improved from 1197 in '01-'02 to 1360 in '04-'05. Reading scores improved from 1039 in '01-'02 to 1380 in '04-'05. Information about Alva Middle School's assessments can be found at the Oklahoma State Department of Education web site: <http://www.sde.state.ok.us>.

## *2. Using assessment results*

Alva Middle School faculty has for many years divided into curriculum groups. Within these groups, test results for the three grades taught are distributed and studied. Goals are set in all core subject areas with the focus on reading and math. The individual curriculum is adjusted to meet the needs of a particular class. With the change of administration, the curriculum groups were abandoned but are currently being reinstated for this year's test results.

Reading is an area of high interest and all students are pre-tested in August and post-tested in May. The test results are assessed and students are encouraged to read books from the library based on their reading scores. Also with the scores, a point system is used to allow students to earn points and be awarded prizes when goals are met. Scores are examined and evaluated on a weekly basis, and children are counseled on reading regularly and during designated reading times.

The school is in a constant state of improvement based partially on data and student needs. In addition to state-mandated tests (OCCT and EXPLORE), Alva Middle School also implements the Iowa Test of Basic Skills, Gates-MacGinitie (pre and post), STAR reading assessment (pre and post), and Otis-Lennon. Teachers rely heavily on the results of all assessments given. Curricular and instructional emphasis is adjusted based on all data available. The intent is to improve student achievement and subsequent performance.

## *3. Communicating assessment results*

Communication is the key to any successful educational program. Alva Middle School uses a variety of communication methods to report student performance and achievement to the parents, students, and the community. The results of a student's state assessments are mailed to the student's home and Parent/Teacher conferences are held following the mailings. Other communication efforts include quarterly reports and eligibility reports (weekly to parents). Parents can also conference with the counselor and the principal about the individual test results.

Students are continuously made aware of their progress in reading. They are placed in small groups and a mentor teacher talks to students about reading scores and Accelerated Reader points needed for grades and prizes. Mentors continue to monitor reading points weekly and to council with the students. Student performance is spotlighted in the local newspaper and radio station as well as an area newspaper.

The principal and counselor have an open door policy which is often used by parents and community members. When given the opportunity the faculty is delighted to share knowledge and student success with other educators in an effort to support and encourage stronger skills and achievement in core curriculum areas. It is important to the Alva district to utilize every avenue of communication available to promote positive educational progress.

#### *4. Sharing success*

Alva Middle School has shared successes in a variety of ways. Many of our teachers have been involved at the state and local levels presenting at workshops and conferences. Alva's local newspaper is very cooperative in covering academic events at the middle school. Since many small towns (and schools) surround Alva, we have an opportunity to share school successes through this medium.

Alva is home to Northwestern Oklahoma State University, a four-year liberal arts college. For many years students (observers and student teachers) have sought the middle school for their teaching experiences.

Professional development is a key to producing highly qualified educators. Our administrators and teachers welcome the opportunity to share original ideas and concepts with groups and/or individuals who might benefit from their expertise. Our building has one of Oklahoma's twelve finalists for state teacher of the year. One staff member has been recognized by the Oklahoma State Department of Education as a "rising star". The middle school also has a staff member who is certified in NCATE evaluations. Our teachers have received technology training in many areas and have trained their building peers as well as teachers in other districts.

Professional development is a tool that impacts the classroom; teacher professional development is critical to school success. Knowledge gained from professional development opportunities allows educators to share, not only with fellow teachers, but also with students, in the classroom.

### **Part V – CURRICULUM AND INSTRUCTION**

#### *1. Curriculum*

The educational program of Alva Middle School focuses on learner outcomes, i.e. knowledge, understanding, habits, and skills common to well-educated people. The absolute core of AMS curriculum is to provide students with the ability to solve problems, to think critically, and to comprehend past, present, and future events. The mastery of the basic communication skills of reading, writing, speaking, listening, and the basic knowledge for the acquisition of these skills are very important.

The language classes concentrate on writing competencies while incorporating correct grammar skills. By eighth grade, major writing projects are assigned. Reading skills are incorporated in every class. The school as a whole focuses on reading in the content area. There is also a twenty-five minute time period so that students may read a book. Reading is mandatory during this time period. The Accelerated Reading program is used and all students participate in the program.

The goals for the science classes are to produce scientifically literate students who are able to think logically and clearly, to gather relevant data, and to draw conclusions from established facts. The program in the middle school is an integrated curriculum including earth and space, life, and physical sciences.

The goal of the math department is to create students that not only possess competent computational skills, but also have the skills to solve problems in real world situations. All students are exposed to varied instructional methods designed to reach all learners. Advanced classes as well as remediation through tutoring are offered. In all classes, development of higher-order thinking skills is a priority.

Knowledge, understanding, and skill in utilizing principles of democracy and democratic values and processes are strong in the social studies curriculum. Students participate in a daily news program in order to stay in touch with current events. They also participate electronically in question and answer sessions.

The appreciation and knowledge for our American multicultural heritage is taught in a full year Spanish class. The core of the class is learning about the culture and its people along with the basic vocabulary and sentence structure of the Spanish language.

Alva Middle School strives to continue with award-winning vocal, band, and art programs. These programs are considered to be elective courses, but enrollment continues to climb in these courses because of their excellence. They help students to recognize the aesthetic beauty of the arts.

Working with the challenges of middle school adolescents, the school strives to meet the needs of each student. The unique differences are addressed through learner outcomes based on individual needs. It is our goal to groom each student to become a contributing member of society.

## *2. English language curriculum*

The ability to communicate effectively is a necessity in today's competitive world. For this reason, the administration, faculty, and staff at Alva Middle School stress the importance of using proper grammar and language in every area of our curriculum. Vocabulary skills are enhanced in each classroom; a predetermined selection of words is introduced and taught for each area of study.

Grammar, mechanics, and usage are improved through large quantities of writing. Students are encouraged to participate in local, state, and national essay contests; many awards have been won by the students. Much of the student's writing is accomplished by using the computer lab for assignments. The internet is utilized for research and evaluation of writing projects. Middle school students have also been published in A Celebration of Young Poets. Every year an eighth-grade student is selected to receive an outstanding language student award. Many students vie for this honor. As with other areas, practice is essential in improving writing skills.

Upon our affiliation with North Central Accreditation Association, reading has been targeted as the area for school curricular improvement. Since reading is vital to every walk of life, we have chosen to incorporate a variety of learning tools to enhance our reading program. In the past, Title I Reading has been offered to students whose achievement test scores are lower than the fortieth percentile. Peer reading, another program, is beneficial both to the low reader and the reader who is acting as the peer tutor. Before school and during our Bug Break, book clubs have been formed. Students are able to enjoy reading and teacher/student-led discussion of books of their choice with fellow students. Our school is an active advocate of the Accelerated Reader program. Students earn points and are able to receive special prizes and other incentives. Our administration and faculty participate in every activity; our principal has been most agreeable to meet challenges presented by the students, even going so far as to dye his hair blue! During Bug Break, teachers read novels with students; comprehension is checked daily. All readers are given the opportunity to hear and follow the written text during these novel studies. A computer program, "Academy of Reading", is used for struggling readers to improve phonemic awareness, sound-symbol association, phonics decoding, and comprehension. Students progress at their own rate. Every attempt is made to improve the reading skills of all students.

### *3. Math curriculum*

The re-evaluation and improvement of our math curriculum began in 2000. Improvement began with vertical team alignment to ensure that skills were being fully covered, yet not unnecessarily repeated. Identification of unnecessary re-teaching allowed the creation of lessons to review skills quickly and to move on to new concepts.

The process by which students were placed in advanced math was reorganized to use strict criteria to ensure proper placement. This made for a truly advanced environment for the gifted students and did a great deal to curb the "burn-out" of the students not yet ready for the faster pace.

Making math the “in” place to be was also a goal. If the student was enthused about math class, he/she would more likely succeed. The use of unique and challenging methods helped to achieve this goal. Problem of the week, sequence of the day, brain teasers, and many hands-on activities are just a few of the examples that have been used. All of these things seem to energize the students and, at the same time, promote higher-level thinking skills.

Teacher instruction and board time was reduced so that students have more time in class to work on their math assignments. This change allows around 30 minutes out of a forty-six minute class period for students to work on the lesson, ask questions and receive individual help from the teacher.

Since the implementation of these changes approximately 80% of the math students score in the advanced/satisfactory range on the Oklahoma Core Curricular Test, with approximately 30% of the students scoring at the advanced level. Scores on the Algebra I End of Instruction test for 8<sup>th</sup> grade students fall in the 70% range.

#### *4. Instructional Methods*

Alva Middle School enhances its school curriculum with a variety of instructional tools and methods. The faculty implements inquiry-based learning, cooperative learning, and lecture, as well as tutoring for individual students who need additional assistance. Peer learning is also a vital part of the curriculum. Students helping and encouraging other students has proven to be successful in our school.

The faculty receives training on the use of technologies which include the Classroom Performance Systems (CPS), power point presentations, and the United Streaming program which can be accessed over the internet. The willingness of the faculty to be trained in different methods and actively utilize those methods strengthens the learning capabilities of the students and helps prepare them for higher learning modes.

The use of these methods creates an atmosphere that promotes student involvement and pride in achievement.

#### *5. Professional Development*

In an effort to constantly maintain and improve student success the faculty is consistently striving to maintain and improve teaching techniques by attending workshops and staff development events. The Staff Development committee for Alva Independent School district in the past established guidelines for all certified staff and administrators to ensure that plans for improvement would be successful.

Teachers have been trained extensively in using the latest technology and new classroom management techniques in order to improve student achievement. Several faculty members have been trained through Great Expectations conferences and Mel Levine’s

Schools Attuned (All Kinds of Minds) training sessions. Teachers are also encouraged to search out and attend training that will enhance teaching skills in their subject areas.

Within the past few years faculty members have participated in a variety of workshops and conferences including: Oklahoma – Achievement Through Collaboration and Technology Support (OK ACTS - technology training), Classroom Performance Systems (CPS), Literacy First, Pearson Digital Success Maker, Encyclo-media, and Oklahoma Alliance for Geography Education (OKAGE). At the present time the training practices listed above, along with many others are in place in our classrooms and are helping to enlighten and strengthen our student academic performance.

## PART VII - ASSESSMENT RESULTS

Subject Reading Grade 8 Test Oklahoma Core Curriculum Test (OCCT)

Edition/Publication Year Annual Publisher CTB McGraw-Hill (2002-2004)  
Riverside (2001)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	Mar/April	Mar/April	Mar/April	Mar/April	Mar/April
<b>SCHOOL SCORES</b>					
% At or above state standards	93	92	82	83	80
% Exceeds state standards	10	7	11	4	14
Number of students tested	67	66	70	74	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% At or above state standards	83	95	87	78	Data
% Exceeds state standards	4	0	5	0	Not
Number of students tested	37	32	19	14	Available

Subject Math Grade 8 Test Oklahoma Core Curriculum Tests (OCCT)

Edition/Publication Year Annual Publisher CTB McGraw-Hill (2002-2004)  
Riverside (2001)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	Mar/April	Mar/April	Mar/April	Mar/April	Mar/April
<b>SCHOOL SCORES</b>					
% At or above state standards	89	84	83	82	26
% Exceeds state standards	22	21	26	24	11
Number of students tested	67	66	70	67	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% At or above state standards	71	75	78	73	Data
% Exceeds state standards	8	10	14	6	Not
Number of students tested	37	32	17	13	Available