

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

U.S. Department of Education

Revised March 3, 2006

Cover Sheet

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

Name of Principal

Mrs. Patricia Gore

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

Official School Name

Roosevelt Elementary School

(As it should appear in the official records)

School Mailing Address

402 North Orphan Street P.O. Box 548

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

Pryor

Oklahoma

74361-0548

City

State

Zip Code+4 (9 digits total)

County Mayes

State School Code Number* 46I001

Telephone (918) 825 3523

Fax (918) 825 3970

Website/URL http://www.pryor.k12.ok.us/pps/

E-mail gorep@pryor.k12.ok.us

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

(Principal's Signature) Date _____

Name of Superintendent

Dr. Larry Burdick

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

District Name Pryor Public Schools

Tel. (918) 825 1255

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

(Superintendent's Signature) Date _____

Name of School Board

Pryor Public Schools

President/Chairperson

Mr. George Stump

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

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

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

**Private Schools: If the information requested is not applicable, write NA.*

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 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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: ___4_ Elementary schools
 ___0_ Middle schools
 ___1_ Junior high schools
 ___1_ High schools
 ___0_ Other

6 TOTAL

2. District Per Pupil Expenditure: \$6,497
 Average State Per Pupil Expenditure: \$6,577

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 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
PreK				7			
K	39	21	60	8			
1	39	20	59	9			
2	31	29	60	10			
3	23	34	57	11			
4	17	27	44	12			
5	28	21	49	Other			
6	28	24	52				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							381

6. Racial/ethnic composition of the students in the school:
- 49 % White
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Asian Pacific Islander
 - 47 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 27

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	57
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	45
(3)	Total of all transferred students [sum of rows (1) and (2)]	102
(4)	Total number of students in the school as of October 1	383
(5)	Total transferred students in row (3) divided by total students in row (4)	0.266
(6)	Amount in row (5) multiplied by 100	27

8. Limited English Proficient students in the school: 2 %
7 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish and Chinese
9. Students eligible for free/reduced-priced meals: 63%
 Total number students who qualify: 168

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: $\frac{7\%}{27}$ Total Number of Students Served

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

<u> 1 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 4 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 18 </u> Specific Learning Disability
<u> 3 </u> Emotional Disturbance	<u> 23 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	
<u> 0 </u> Mental Retardation	<u> 0 </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	_____
Classroom teachers	<u> 19 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 4 </u>	<u> 1 </u>
Paraprofessionals	_____	_____
Support staff	<u> 4 </u>	_____
Total number	<u> 28 </u>	<u> 3 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21 : 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	95 %	94%	95 %	96%	95%
Daily teacher attendance	97%	97%	98%	97%	97%
Teacher turnover rate	4%	4%	25%	4%	8%

PART III – SUMMARY

Roosevelt Elementary School, through a balanced curriculum and cooperative partnership with parents and community, will prepare its diverse student body for changes and challenges of the future, believing that every child can learn.

Roosevelt Elementary School has 383 students in kindergarten through sixth grade and is located in northeastern Oklahoma in the friendly community of Pryor. Pryor is home to Oklahoma's largest industrial park and is the seat of Mayes County government. Roosevelt Elementary is situated on the northern edge of Pryor and our school stands on land that was a rodeo arena fifty-two years ago. We are less than an hour's drive from southwest Missouri, southern Kansas and northwest Arkansas.

Nearly fifty percent of our student population is Native American, mostly of Cherokee ancestry. Sixty-three percent of our students qualify for free and reduced lunches, and we have a high mobility rate. Roosevelt Elementary became a school-wide Title I school in 2004.

Our staff made application to become an Oklahoma A+ School in 2002 and we were accepted into the program in 2003. The Oklahoma A+ Schools Program is a comprehensive school reform that views the arts as fundamental to how teachers teach and how students learn in all subjects. Tapping multiple intelligences and learning styles, emphasizing hand-on learning, taking an integrated, thematic approach to the curriculum, collaborative planning, arts integration into the regular curriculum, strengthening school and community partnerships, curriculum mapping, and relative professional development has produced excited and successful students and teachers. Roosevelt is also a Great Expectations school. Most of our staff has attended Great Expectations Summer Institutes in the past and we continue to use Great Expectations methodology.

Roosevelt Elementary staff, students, and parents work and share together through our local school board, parent volunteers, the Foster Grandparent Program, Parent Teacher Organization, and classroom sponsored family nights. Three or four family nights are scheduled each year. Read, Write and Blue Family Night was a very successful event that provided reading, writing, and patriotic activities for families during an election year. We registered thirty-three new voters that evening and provided quality time together for our school community. Our Foster Grandparent Program and our parent volunteers are two of our greatest resources. Everyday these supporters assist teachers and students, provide enrichment, and serve on committees such as Healthy and Safe Schools, Title I, and Reading Sufficiency. Our local school board has provided quality curriculum resources, excellent administrators, teachers and staff, safe, functional buildings and equipment. The Roosevelt Parent Teacher Organization actively provides resources for additional supplies, programs, equipment, and materials for our students.

Since Roosevelt Elementary adjoins a city park, we have collaborated with the City of Pryor to equip our play area with updated play equipment, a walking trail and the use of the city softball field. Funding from our local Pryor Academic Foundation (PAEF), and the Jock Mayor Foundation, a local benefactor, along with the Pryor Area Arts and Humanities Council, have empowered our school to equip our school with many other outstanding programs and educational materials.

Service opportunities for the school community include Jump Rope for Heart, sponsored by our physical education department; Walk for Diabetes, initiated by our school nurse; and Relay for Life, organized by our staff. Sixth Grade Conflict Cops, sponsored by our counselor, assist playground monitors and work with students to resolve conflicts peacefully.

Celebration Assemblies are held every two weeks for classrooms to celebrate their successes and give encouragement to our student body. After school programs entice our students to remediate, learn new skills, or advance their skills in a variety of areas. These programs include tutoring, fiddle lessons, chess club, and musical chimes. The Boys and Girls Club of America Roosevelt Unit serves the community youth in our building and playground from 3:30 to 6:30 daily. The programs at our school are many and varied, and they accommodate a population with diverse interests and talents.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Under the NCLB federal regulatory, Oklahoma has been approved to use elements of the state mandated Academic Performance Index (API) to measure Adequate Yearly Progress (AYP). The API measures success and growth in school /district performances. The API's main components consist of attendance, dropout and graduation rates, and academic excellence. These components are assigned a numeric score ranging from 0 – 1500 with a mean of 1000. Yearly performance targets for reading and math have been established with target goals of 100 percent proficiency by the spring of 2014. Information regarding additional indicators may be obtained on the Oklahoma State Department of Education Office of Accountability and Assessments. Their website is <http://www.title3sde.state.ok.us/stateassessment>.

Roosevelt third, fourth, and fifth graders participated in the Oklahoma State Testing Program (OSTP) in 2004/2005. It was the first time for our fourth graders to be involved in state testing. This year, 2005/2006, grades three, four, five, and six will be included in the Oklahoma Core Curriculum Test (OCCT), which is criterion-referenced.

The Oklahoma State Board of Education established standards, known as the Oklahoma Performance Index (OPI). These standards are used to determine the levels of performance required on each test. This scaled score places students into one of four performance levels. The score ranges are as follows: Advanced Satisfactory, Limited Knowledge, and Unsatisfactory. Assessment results show that Roosevelt has had 100% of our students tested in the past five years except for the 2002/2003 school year.

Roosevelt School has always maintained Adequate Yearly Progress, and we have always scored above the median score of 1000 set by the state of Oklahoma. Dramatic Improvement was achieved in 2004/2005 by out site with grades three, four, and five participating. Roosevelt's API score, 1391, improved by 242 points. Our intent is to maintain or improve that score.

Student groups consist of Regular Education (excludes High Mobile students), Male/Female, Black, American Indian, Asian, Hispanic, White, Other, Economic Disadvantaged, ELL, IEP, and All. Assessment results show that our Roosevelt third, fourth, and fifth grade Math site API score leaped from 1120 to 1442 for "All" students in 2005.

2005 fifth grade Math API score for "All" students was 1429 and 1426 for regular Education students. 94% of Regular Education students were successful on the annual state assessment. 2005 fifth grade Reading API score for "All" students was 1350 and 1423 for Regular Education students. 94% of regular Education students performed successfully in Reading.

2005 Regular Education fourth graders taking the state CRT for the first time made an academic performance Index score of 1474 in Math and 1324 in Reading. 94% of Regular Education students successfully completed the Math test and 90% of Regular Education students scored Satisfactory or Advanced in Reading.

One hundred percent of all student groups of Roosevelt 2005 third grade students scored successfully on the state test in Reading. In Math, 88% of Regular Education students scored Satisfactory or Advanced.

Evaluation and assessment are an essential part of every day in the lives of Roosevelt students. Whether it involves whole groups, small groups, partners or individuals, assessment is vital in determining levels of student understanding and learning. Other than the regular standardized tests, the following are some of the assessments used from kindergarten to sixth grade at Roosevelt School. STAR Early Literacy and STAR Reading are used to monitor performance in reading. Accelerated Reader is a computer program that identifies progress of a student's individual level of reading. Accelerated Math generates skill sheets for individuals with their particular needs in mind. SuccessMaker is our district's computer lab program that sets students up for success in reading and math. Teachers use a variety of reports to monitor student success in the program.

Assessments come in several forms. Multiple-choice, essay, rubrics written by teachers or students,

performance tests such as oral reports, science investigations, informances (students creatively recreate individually or as a group, what they have learned), and student-made tests. The Multiple Intelligences of our students are used as a vehicle to promote maximum learning and excitement about learning.

2. Using Assessment Results

Roosevelt School uses **Comprehend**, an OSTP data collection program to analyze student achievement data at the district, site, class, and individual levels. Teachers and principal accessed this data to improve instruction, to guide improvement, and to align curriculum to PASS achievement standards and assessments. We were able to look at state testing data from 2002 to the present date and to determine CRT PASS standards from weakest to strongest in each category including percent passing scores for each standard objective. Having access to the percent of students reading at grade level and the percentages for proficiency levels were also helpful in understanding our students' needs.

After analyzing our data, our staff uses the results to relate back to our content standards and our curriculum. Teachers also use current research to decide how to best meet students' needs. We strive to upgrade teaching tools and classroom materials. Our local Pryor Academic Excellence Foundation and other local sources fund many of these projects.

Each teacher has an Oklahoma Priority Academic Student Skills flip chart that is available to help each teacher keep up to date with PASS that are taught and awareness of each student's mastery of those skills. Teachers are given time to collaboratively plan activities and lessons that are aimed at accomplishing grade-level expectations. Our staff meets regularly to improve lessons and assess progress using formative assessment data. Short term results are essential to long term improvement. Professional development is provided in areas that show weakness. Being apart of the Oklahoma A+ Schools Program guarantees excellent professional research-based development that is made to order for our school, and it is provided at no cost.

3. Communicating Assessment Results

Roosevelt Elementary uses a variety of ways of communicating with parents, students, and the community relating to student performance and achievement. Back to School Night is held the first week of school with teachers presenting classroom expectations and then everyone meets outside for a Celebration Assembly. During this assembly, the staff performs an "informance" or a readers' theater presentation demonstrating our goals, curriculum, philosophy, mission, achievements, etc. Our staff plans to create a presentation applauding our prestigious U.S. Department of Education Blue Ribbon School Nomination at our 2006 Back to School Night.

Methods of communicating assessment results between school, home, and community are parent teacher conferences, phone calls, e-mail, website, PTO, school newsletter, classroom newsletters, school calendar, report cards, local newspapers, availability of principal and teachers to meet with parents to initiate positive change, and mutually work to support our students. The Roosevelt Elementary website is being redesigned and updated to be more informative and interesting.

Information about the Blue Ribbon School Nomination and other student performance are publicized locally through our Roosevelt newsletter, newspapers (The Paper, and The Pryor Daily Times), the statewide Oklahoma A+ Schools Network, the Oklahoma Principal's Academy and the Oklahoma State Department of Education. Our Roosevelt marquee and website also display information about our achievements. Reports of all standardized test results are sent to parents. Our teachers, principal, and counselor are available to answer questions or interpret data with parents.

4. Sharing Success

Sharing success is familiar to Roosevelt staff and students. Every morning at 8:00 students enter the cafetorium where they are seated with their grade levels. This is an informal setting which allows students who arrive early to be supervised and also to be a participating part of our school as a whole. They are here until 8:25 when they go to their classrooms. During this time in the cafetorium, personal and group awards and achievements are celebrated. Students have this time to volunteer to perform before the

student body. Performing gymnastic feats, recitation, singing, pantomime, counting in Chinese or Spanish are among some of the ways our students interact. Twice a month we have a formal Celebration Assembly to applaud individual students and classrooms for outstanding contributions and accomplishments. Classrooms share a brief performance or “informance” about learning experiences occurring in their classrooms. The Mayor of Pryor, who is a part of our current character education program, attends the first Citizens’ Assembly each month and introduces the value of the month. The Citizens of the Month are awarded pins and certificates by our mayor.

Our Roosevelt staff shares instructional strategies that have worked in their classrooms at our Weekly staff meetings. We anticipate discussing these best practices and strategies with other schools, also. Roosevelt Elementary welcomes those interested in observing our perspective on developing successful students. Our teachers network with other Oklahoma A+ Schools and a teacher from each grade level is encouraged to visit another A+ School. Information about the Blue Ribbon School nomination has been publicized through our statewide A+ Schools Network, the Oklahoma Principal’s Academy, The Pryor Daily Times, and The Paper. Articles and pictures that are focused on the achievement of Roosevelt students and staff are published regularly. This communicates understanding about the work and dedication of our students and staff to prepare our students for changes and challenges of the future. Our school website: <http://www.pryor.k12.ok.us/pps/> is being redesigned and updated to communicate our prestigious nomination, goals, celebrations, achievements, and challenges. The Oklahoma State Department of Education website: <http://www.sde.state.ok.us/> is an excellent way to proclaim exciting news in a big way also.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Roosevelt Elementary provides a balanced curriculum for our students. Being a part of the 32 schools in Oklahoma who are in the A+ Schools Program, our focus includes curriculum planning, collaboration, integrating the arts in all areas, using experiential learning, enriched assessments, improving our infrastructure, developing a friendly climate, developing and using our students’ multiple intelligences and more.

Through the collaboration and diligence of our staff, Roosevelt students anticipate daily exploring all areas of learning. Our school theme, Exploration, and thematic units promote a curriculum connection among all classrooms and they produce a unified purpose. Experiential learning keeps our students hooked on learning and makes learning relative, realistic, and meaningful.

Understanding and developing each student’s learning styles and multiple intelligences empowers our students to be the best that they can be. Every student and teacher realizes that even when learning is difficult and elusive, learning is possible if approached in a way that is unique to the learner. The caring, friendly climate that the Roosevelt staff and students have created encourages everyone to dare to step beyond their boundaries.

Roosevelt School utilizes the resources and programs provided by the Pryor Public Schools Board of Education. Each subject area is monitored with on-going assessments and teacher collaboration. The Oklahoma Priority Academic Student Skills are emphasized on every grade level.

In kindergarten, first and second grades, Saxon Phonics along with Accelerated Reader, STAR Reading, SuccessMaker, and teacher- initiated programs develop excited, motivated students in reading. Being a School-wide Title I school, all students are entitled to the resources and support from that federal program.

In grades three through six, Macmillan, McGraw-Hill publishers provide the foundation for our reading program. These students also are involved in individual instruction and assessment through Accelerated Reader, STAR Reading, and SuccessMaker.

Math curriculum, like our entire curriculum, is aligned from kindergarten to sixth grade to prevent

gaps in instruction. With an eye on our PASS objectives and our district curriculum goals, students learn from the Houghton Mifflin textbook, STAR Math, Accelerated Math, Saxon math, manipulatives, and teacher-created activities.

Science and social studies curriculum is integrated into reading, math, and thematic units of study. In grades three, four, five, and six, textbooks are also used to drive the curriculum as well as hands-on activities and experiential learning.

Writing is an important part of the curriculum that integrates and enhances understanding in every curriculum area. Students begin writing in kindergarten and develop writing process skills in third grade. At third through sixth grades, students create all types of writing, including persuasive, explanatory, expository, narrative, fiction, and nonfiction.

Music and physical education enhance the curriculum and focus on developing well-rounded, physically, academically, and emotionally fit students. All teachers also integrate music and movement activities into their lessons.

The guidance counselor visits each classroom for thirty minutes every month to teach skills necessary for resilient students. Since 2003, she has been using the "Too Good for Violence" curriculum. Next year, "Too Good for Drugs" will be added to the curriculum. Both of these programs are on the federally approved list for safe and drug-free schools. At-risk students are offered an opportunity to participate in small group counseling sessions which utilizes Adventure-Based Counseling activities from Project Adventure. Sixth grade students are given an opportunity to participate in the Thunderbird challenge adventure course. Fifth graders attend a one day workshop at OSU Okmulgee MAIP in LEGO Robotics, which teaches engineering and computer programming. This workshop has been funded by NORIT America, one of the businesses in our industrial park.

Roosevelt Elementary indeed has a broad and challenging curriculum. Through collaboration and planning, our staff and students will be prepared for the changes and challenges of the future.

2. Reading

Student reading levels are initially determined at the beginning of the year, using the B.E.A.R assessment in kindergarten, first, and second grades. All grade levels use the STAR reading program to monitor student placement in reading. Library books are labeled with Accelerated Reader levels ensuring that students select the appropriate level that will encourage and promote reading growth. Teachers encourage reading by creating interesting ways to spotlight and monitor the program. The media specialist sponsors the Book Bug Club for kindergarten, first and second grade classrooms. Students that read one hundred books get their photo posted in the club's photo gallery in the hall and they receive a special certificate and a celebration at the end of the school year. Students visit the library individually to research a topic, check out a book or take an Accelerated Reader test. They also come as a class to study library skills with the media specialist.

The Saxon Phonics program provides instruction for kindergarten through second grade students. Our basal reader program, Macmillan, McGraw-Hill, provides suggestions for stimulating, interesting lessons accompanied by the Oklahoma PASS objectives. Teachers instruct students individually, in small groups, peer groups, whole groups, and groups across grade levels. Kindergarten and Sixth Grade Buddies meet weekly to share activities, creating special bonding and healthy relationships between age levels.

Teachers monitor vocabulary development, phonics, comprehension, and fluency as students read. Instruction is differentiated, based on student information gathered from assessments, student folders, and teacher's notes. More support is provided to students and teachers by our reading specialist and special education teachers. This support may include one-on-one instruction, small-group instruction, inclusion support, collaboration between teachers, ideas for alternative instructional strategies and resources, and parental involvement.

The current reading curriculum was chosen because all of the parts are compatible. Teachers, who are the orchestrators, are the key. With their continuous monitoring and ability to create new activities or facilitate change, our reading curriculum will continue to meet the needs of our students.

3. **Mathematics**

Our belief that every child can learn drives our math curriculum as another building block to the foundation of essential skills. Roosevelt principal and teachers are constantly assessing math data and looking for ways to accommodate student math success. Hands-on activities, problem solving through the use of the arts, critical and creative problem solving strategies, daily problem solving, continual practice and review are some avenues to accomplish math achievement.

In kindergarten through second grade, teachers and students walk through our state standards, beginning with concrete mathematic experience and emphasize real world math. In addition to using the daily calendar activity and skill review, students are taught as a whole group, using Saxon math and small groups working at centers with manipulatives.

In grades three through six, a variety of methods are used to achieve understanding of math skills. Daily focus on math for at least an hour on problem solving, higher order thinking skills, and computation practice is essential.

All student use an individualized math computer program, SuccessMaker, designed to instruct, review, and promote student math skills. STAR Math and Accelerated Math are also used to monitor success and determine level of skill. Teachers set up individual math objectives (PASS and teacher selected) for each student in the computer program. Accelerated Math produces practice and test sheets for those objectives. Until a student performs successfully on a test, he/she will not move to the next objective.

Together with our school motto, “Roosevelt Makes a Difference”, and a statement from the Roosevelt Student Creed, “I accept the challenge to become the best that I can be”, we are preparing our students for challenges and changes of the future, believing that every child can learn.

4. **Instructional Methods**

Roosevelt Elementary principal and faculty take responsibility for each child’s education and as our motto states, “Roosevelt Makes a Difference”, we are committed to helping each child become the best that they can be and truly make a positive difference in each child’s life.

Being committed to the Oklahoma A+ Schools Program, which promotes curriculum mapping and planning, arts integration into the curriculum, experiential learning, enriched assessment, staff collaboration, and creating an excellent climate for all, has proved to make a positive difference for Roosevelt students.

Our Roosevelt staff is energetic and enthusiastic about working together with their peers, students, parents, and the community. Developing positive relationships between student, teacher, parent, and school is necessary for optimal student success.

In classrooms, clear lesson plans and curriculum maps are being used. Themes unify interdisciplinary instruction. Teachers and students are actively participating in the learning process. All children are involved in learning because learning is viewed as active versus passive. Not one, but many instructional strategies are being used. Among them, cooperative learning, learning centers, multiple intelligences and learning styles are utilized and critical and creative problem solving experiences are practiced daily. Teachers provide various ways in which students can express their understanding of concepts which might be through writing, drama, music, art, or movement. Our staff strives to understand each student’s strengths and weaknesses in all areas of learning. Students are allowed to make sense of new ideas and materials in their own ways. Concepts are shared and learning is expressed through a variety of art forms, and learning is shared visually in the hallways.

All learners are given time to think, reflect, and share learning. Students are able to self assess and help determine the next steps in the learning process. Teachers assess, monitor, and adjust methods of instruction.

Teachers provide several ways to measure students’ learning such as projects, reports, activities, paper pencil tests, multiple-choice or essay, oral presentation, performances, informances, visual art, etc. They continually assess student learning in some way, formally or informally. Teachers assess the effectiveness of their own teaching and teachers, parents and principal work together for student

achievement through meetings, conferences, phone calls, email, etc.

Roosevelt principal and staff have formed an Academic Improvement Team whose purpose is to examine existing practices and data and communicate results to our staff and make recommendations for academic improvement. We anticipate that this team will promote on-going evaluation of our curriculum, and will provide support, insight and motivation to both teachers and students that will promote and motivate academic improvement.

5. Professional Development

Roosevelt Elementary participates with the district in providing professional growth activities that support both district and site goals. Recent site activities have focused on arts integration into the curriculum, use of multiple intelligences, curriculum mapping, experiential learning, and collaborative planning.

Our staff is continually seeking ways to enable Roosevelt students to be successful, excited learners. Teachers and even some our volunteers from the Foster Grandparent Program attend workshops and summer institutes. Pryor Public Schools provide district-wide in-service professional development funding and also our local Pryor Academic Excellence Foundation makes it possible for our teachers to attend conferences and workshops outside our district. Some of those workshop titles are The Four Square Writing Method, EncycloMedia, Elements of Literacy, Bully, Bullied, and the Bystander, and many others.

The Roosevelt staff concludes that our involvement in the Oklahoma A+ Schools Program has made an impact on improving student achievement. For the past two years, 85 percent of our staff have participated in A+ Schools Summer Institutes, A+ Schools Fall and Winter Regional Workshops, and A+ Schools Fellows have visited our school providing in-service training four times each year.

Roosevelt Elementary staff participates on district curriculum committees, helps to develop district scope and sequence manuals and has provided professional development programs for our staff and the district. Staff members share instructional strategies that have worked in their classrooms each week.

Professional development is considered essential for school improvement, and Roosevelt teachers and principal see it as a top priority. State funding, Title I, Title II, and Pryor Academic Excellence Foundation are great sources of funding. It is important for teachers to attend state and national conferences to hear nationally known presenters and to converse with colleagues outside our district. Upon return, strategies and experiences are shared with our staff and are documented to facilitate their use in the future.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 3 Oklahoma Core Curriculum Test - Criterion-Referenced

Edition/publication year: Annual		Publisher	Harcourt Educational Measurement
Testing month	April 2005	April 2004	March 2003
SCHOOL SITE OPI SCORES	716	641	NA

Regular Education

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	88	90
Satisfactory	100	65	82
Advanced	12	31	44
Number of students tested	25	46	48
Percent of all students tested	100	100	94

Subgroup Scores

1. Economic Disabled

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	85	73
Satisfactory	93	55	60
Advanced	54	25	20
Number of students tested	13	20	15

2. Special Education

% At or Above:

Unsatisfactory	NA	NA	NA
Limited Knowledge	NA	NA	NA
Satisfactory	NA	NA	NA
Advanced	NA	NA	NA
Number of students tested	1	NA	5

3. American Indian

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	88	92
At Satisfactory	100	69	78
At Advanced	10	30	39
Number of students tested	10	26	23

4. White

% At or Above:

Unsatisfactory	100	100	100
At Limited Knowledge	100	90	87

At Satisfactory	100	58	83
At Advanced	18	32	50
Number of students tested	11	19	24
State Scores			
At or Above:			
Unsatisfactory	100	100	NA
Limited Knowledge	98	86	NA
Satisfactory	86	63	NA
Advanced	6	33	NA

Subject Math Grade 3
Oklahoma Core Curriculum Test
Criterion-Referenced

Edition/publication year: Annual Publisher Harcourt Educational Measurement

Testing month April 2005 April 2004 March 2003
 SCHOOL SITE OPI SC ORES 741 630 NA

Regular Education

% At or Above

Unsatisfactory	100	100	100
At Limited Knowledge	100	94	92
Satisfactory	88	77	90
Advanced	60	47	65
Number of students tested	48	59	48
Percent of all students tested	100	100	94

Subgroup Scores

1. Economic Disabled

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	95	80
Satisfactory	88	60	73
Advanced	60	20	40
Number of students tested	15	20	15

2. American Indian

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	90	92	92
Satisfactory	90	77	78
Advanced	50	46	39
Number students tested	10	26	23

3. White

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	95	92
Satisfactory	82	73	88
Advanced	73	47	71
Number of students tested	11	20	24

State Scores

% At or Above

Unsatisfactory	100	100	NA
Limited Knowledge	98	86	NA
Satisfactory	77	61	NA
Advanced	21	33	NA

Subject Math Grade 4
Oklahoma Core Curriculum Test
Criterion-Referenced
 First year for Oklahoma Curriculum Test

Edition/publication year: Annual	Publisher Harcourt Educational Measurement		
Testing month	April 2005	April 2004	March 2003
SCHOOL SITE OPI SCORES	755	NA	NA
Regular Education			
% At or Above:			
Unsatisfactory	100	NA	NA
Limited Knowledge	100	NA	NA
Satisfactory	94	NA	NA
Advanced	16	NA	NA
Number of students tested	69	NA	NA
Percent of students tested	100	100	100
Subgroup Scores			
1. Economic Disabled			
% At or Above:			
Unsatisfactory	100	NA	NA
Limited Knowledge	100	NA	NA
Satisfactory	96	NA	NA
Advanced	13	NA	NA
Number of students tested			
2. Special Education			
% At or Above:			
Unsatisfactory	NA	NA	NA
Limited Knowledge	NA	NA	NA
Satisfactory	NA	NA	NA
Advanced	NA	NA	NA
Number of students tested	1		
3. American Indian			
% At or Above:			
Unsatisfactory	100	NA	NA
Limited Knowledge	100	NA	NA
Satisfactory	96	NA	NA
Advanced	13	NA	NA
Number of students tested	24	NA	NA
4. White			
% At or Above:			
Unsatisfactory	100	NA	NA
Limited Knowledge	100	NA	NA
Satisfactory	91	NA	NA
Advanced	17	NA	NA
Number of students tested	23	NA	NA

State Scores

% At or Above:

Unsatisfactory	100	NA	NA
Limited Knowledge	92	NA	NA
Satisfactory	91	NA	NA
Advanced	10	NA	NA

Subject Reading Grade 4
Oklahoma Core Curriculum Test
Criterion-Referenced
 First year for Oklahoma Core Curriculum Test

Edition/Publication Year: Annual Publisher Harcourt Educational Measurement
 First year for Oklahoma Core Curriculum Test

Testing month	April 2005	April 2004	March 2003
SCHOOL OPI SCORES	781	NA	NA

Regular Education

% At or Above:

Unsatisfactory	100
Limited Knowledge	10
Satisfactory	90
Advanced	12
Number of students tested	51

Subgroup Scores

1. Economic Disabled

% At or Above:

Unsatisfactory	100
Limited Knowledge	100
Satisfactory	87
Advanced	4
Number of students tested	23

2. Special Education NA

Number of students tested	1
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3. American Indian

% At or Above

Unsatisfactory	100
Limited Knowledge	100
Satisfactory	84
Advanced	13
Number of students tested	24

4. White

% At or Above:

Unsatisfactory	100
Limited Knowledge	100
Satisfactory	96
Advanced	9
Number of students tested	23

State Scores

% At or Above

Unsatisfactory	100	NA	NA
Limited Knowledge	86	NA	NA

Satisfactory	82	NA	NA
Advanced	18	NA	NA

Subject Reading Grade 5
Oklahoma Core Curriculum Test
Criterion-Referenced

Edition/Publication Year: Annual

Publisher Harcourt Educational Measurement

Testing month	April 2005	April 2004	March 2003
SCHOOL SCORES OPI	807	749	712

Regular Education

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	94	97
Satisfactory	90	89	79
Advanced	25	0	9
Number of students tested	48	46	47
Percent of students tested	100	100	100

Subgroup Scores

1. Economic Disabled

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	94	100
Satisfactory	94	79	64
Advanced	13	0	7
Number of students tested	16	19	14

2. Special Education

% At or Above:

Unsatisfactory	NA	NA	NA
Limited Knowledge	NA	NA	NA
Satisfactory	NA	NA	NA
Advanced	NA	NA	NA
Number of students tested	3	NA	NA

3. American Indian

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	100	95
Satisfactory	95	90	74
Advanced	5	0	11
Number of students tested	19	23	19

4. White

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	95	85	100
Satisfactory	81	85	91
Advanced	19	0	9
Number of students tested	11	20	11

State Scores

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	96	95	94
Satisfactory	79	76	74
Advanced	21	19	20

**Subject Math Grade 5
Oklahoma Core Curriculum Test
Criterion-Referenced**

Edition/publication year: Annual

Publisher Harcourt Educational Measurement

Testing month	April 2005	April 2004	March 2003
SCHOOL SITE OPI SCORE	754	741	678

Regular Education

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	98	97
Satisfactory	87	80	59
Advanced	35	17	6
Number of students tested	48	46	47
Percent of students tested	100	100	100

Subgroup Scores

1. Economic Disabled

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	100	93
Satisfactory	87	90	43
Advanced	31	16	0
Number of students tested	16	19	14

2. Special Education

% At or Above:

Unsatisfactory	NA	NA	NA
Limited Knowledge	NA	NA	NA
Satisfactory	NA	NA	NA
Advanced	NA	NA	NA
Number of students tested	3	NA	NA

3. American Indian

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	92	100
Satisfactory	95	76	63
Advanced	53	46	5
Number of students tested	19	23	19

4. White

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	100	92	91
Satisfactory	93	69	73
Advanced	40	15	9
Number of students tested	11	20	11

State Scores

% At or Above:

Unsatisfactory	100	100	100
Limited Knowledge	98	99	98
Satisfactory	84	78	72
Advanced	30	21	16

The Oklahoma Performance Index (OPI) is a scaled score from a mathematical transformation of the number correct score. These scaled scores are used to report an objective measure of achievement within a given subject area and to place student score in one of the given performance levels. For all subject areas, a score of 700 is the cut score for placement in the Satisfactory performance level. Scores ranging from 838-699 represent Limited Knowledge, and 465-637 represent Unsatisfactory.