U.S. Department of Education   September 2003
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

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

Official School Name__Oakdale Elementary School_____
            (As it should appear in the official records)

School Mailing Address _____811 E. Iron_____
                    (If address is P.O. Box, also include street address)

_____Salina_____Kansas_____67401-0797____
City   State   Zip Code+4 (9 digits total)

Tel. (785)_309-4310_____ __Fax (785) 309-4311___ _____

Website/URL___http://www.usd305.com/oakdale___ E-mail____Sue.McCormick@usd305.com_____

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*_____Dr. Gary Norris_____ _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_____Salina Public Schools_____ Tel. (785) 309-4727 _____ _____

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. Richard Brake_____
                    (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.

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

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

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 of 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 2003-2004 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 1998.

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:

      __8__ Elementary schools
      __2__ Middle schools
      __0__ Junior high schools
      __2__ High schools
      __2__ Other (Briefly explain)

Other (2):

- One is the Alternative School for 9-12 students at risk of dropping out or failing to graduate.
- One is a Head Start program serving pre-school children from families at the poverty level.

           __14_ TOTAL

2. District Per Pupil Expenditure: $12,219

Average State Per Pupil Expenditure: $ 8,894

SCHOOL (To be completed by all schools)

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

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

4. __1__ Number of years the principal has been in her/his position at this school.

   __3__ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	32	45	77		7	0	0	0
1	39	36	75		8	0	0	0
2	35	19	54		9	0	0	0
3	36	29	65		10	0	0	0
4	44	32	76		11	0	0	0
5	37	27	64		12	0	0	0
6	0	0	0		Other	0	0	0
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					411

6. Racial/ethnic composition of   __68.2__ % White
   the students in the school: __11.5__ % Black or African American
                                    __18.8__ % Hispanic or Latino
                                    __0.5__ % Asian/Pacific Islander
                                    __1.0__ % American Indian/Alaskan Native
                                    100% Total

7. Student turnover, or mobility rate, during the past year: ___35.3___ %

   (This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	63
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	82
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	145
(4)	Total number of students in the school as of October 1	411
(5)	Subtotal in row (3) divided by total in row (4)	0.353
(6)	Amount in row (5) multiplied by 100	35.3

8. Limited English Proficient students in the school: __9.2__ %
                                                 __38__ Total Number Limited English Proficient
Number of languages represented: _____1_____
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: ___73.7__ %
                                              ___303__ Total Number Students Who Qualify

   If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___10.2__ %
                                              ____42__ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__1_ Autism	__0_ Orthopedic Impairment
__0_ Deafness	__7_ Other Health Impaired
__0_ Deaf-Blindness	_13_ Specific Learning Disability
__0_ Hearing Impairment	_19_ Speech or Language Impairment
__1_ Mental Retardation	__1_ Traumatic Brain Injury
__0_ Multiple Disabilities	__0_ Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	19	0
Special resource teachers/specialists	17	4
Paraprofessionals	5	0
Support staff	12	0
Total number	54	4

12. Average school student-"classroom teacher" ratio: __22:1___

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.7	95.7	95.5	95.4	95.4
Daily teacher attendance	96.4	96.7	97.4	95.6	95.0
Teacher turnover rate	8.8	26.7	16.7	22.2	5.6
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

Note on the table above: Teacher turnover rate from 1999 to 2001 was unusually high because Oakdale Elementary was undergoing a process of merging with Hawthorne Elementary (see Part III – Summary). Some teachers requested transfers to other schools during the change, in which Oakdale-Hawthorne Elementary operated on the Hawthorne campus surrounded by mobile classrooms. In 2001-2002, staff from the "old" Oakdale and the "old" Hawthorne facilities moved to the new, current building, and there was a necessary reduction of teachers because of limited classroom space. (Those teachers transferred to other school facilities, which were also undergoing expansion and renovation due to shifting enrollments).

PART III - SUMMARY

Oakdale Elementary School is a Title I school in Salina, Kansas. Each year, approximately 75% of our students are eligible for Free/Reduced Lunch. Salina is a community of about 47,500, about 100 miles west of Topeka. Many of our students' families work for Salina Regional Health Center or large retail or manufacturing companies such as Great Plains Manufacturing, Premier Pneumatics, Orscheln's Hardware and Farm Supply, Harley-Davidson, and so on.

As a community, Salina has low unemployment—about 1.2% annually—but also has many parents that work two or three jobs to make ends meet. Busy parents find it hard to support their children's education, so Oakdale takes a proactive role in parent involvement, actually going into the neighborhood, getting parent volunteers, and keeping families engaged in their children's learning.

Oakdale was opened on August 1, 1931, but over those 70+ years, the school has probably undergone the most change within the last *three* years.

In November 1998, Salinans approved a bond issued to renovate and expand schools in our district (USD #305). This meant that antiquated buildings would be closed and other facilities improved to accommodate more students and increased technology—*i.e.*, internet connectivity and computers in the classrooms.

In 1999-2000, Oakdale began to prepare its staff, students, and parents for the most significant change in its history: its merging with another Title I school, Hawthorne Elementary. Opportunities were provided for parents from both schools to get to know each other, and both school staffs collaborated to develop a school improvement plan that combined strategies used successfully in either school.

In 2000-01, staff and students from Oakdale moved to the Hawthorne building and mobile classrooms on that campus. Expansion of the Oakdale building began, but great care was taken to preserve the original look of the school, an achievement later praised by the Kansas Historic Preservation Society. About 20,000 square feet of space was renovated, and an additional 40,000 square feet added. The dedication ceremony for the new building was held on September 9, 2001.

Later in 2001-02, Oakdale Elementary School was re-opened, and the difficult transition paid off: the previous year, Oakdale had failed to make Title I AYP and was facing School Improvement; this year, Oakdale showed outstanding progress and made AYP in *every* area.

That success continued into 2002-03, when Kansas adopted a new framework for AYP. Schools are now measured against state benchmarks of math and reading performance that increase each year. Once again, Oakdale made AYP in every area and lived up to its mission: "To develop young lives to grow and succeed in an ever changing society."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Under the accountability requirements of *No Child Left Behind*, all schools are expected to make Adequate Yearly Progress, or AYP, each year. Failure to make AYP for two consecutive years will place a Title I school on Title I School Improvement, which brings corrective action. In 2005-06, AYP will have ramifications for all schools when AYP becomes the performance measure for the current Quality Performance Accreditation (QPA) system used in Kansas. QPA was piloted by the Kansas State Board of Education in 1991, and statewide assessments to support it were implemented in 1995.

Those *Kansas State Assessments* (KSA's) are now used for AYP to measure school performance in math and reading. At the elementary level, the Kansas State <u>Reading</u> Assessment is administered to 5th grade and the Kansas State <u>Math</u> Assessment is administered to 4th grade. These assessments are created by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas, and are administered every spring by all public schools. CETE collects, disaggregates, and reports the results the following summer. All students are tested, including English Language Learners, migrant students, and students with disabilities, though some modified assessments are permitted.

KSA initially measured these five performance categories: Unsatisfactory, Basic, Satisfactory, Proficient, and Advanced. The state recently changed these categories so they were better aligned with federal performance levels; now KSA report achievement as Unsatisfactory, Basic, Proficient, Advanced, and Exemplary. The cut-off points for these categories are:

KS Reading Assessment - 5th grade		KS Math Assessment - 4th grade	
Exemplary	93-100 %	Exemplary	75-100 %
Advanced	87-92	Advanced	60-74
Proficient	80-86	Proficient	48-59
Basic	68-79	Basic	35-47
Unsatisfactory	0-67	Unsatisfactory	0-34

Assessment results are also disaggregated for sub-groups of students along four lines: socioeconomic status (Free/Reduced Lunch eligible vs. full pay); ethnicity (white, African-American, Hispanic, Asian/Pacific Islander, Native American/Alaskan Native, and Multicultural); English Language Learner status; and disabilities or special education status. Schools and districts must include disaggregated math and reading performance as part of AYP if any or all of these sub-groups number 30 or more students (*i.e.*, student count is high enough to protect the privacy of individual scores).

Oakdale Elementary has made significant progress in raising achievement over the past three years, as the tables at the end of this narrative indicate. We are especially proud of our success in narrowing the achievement gap between full and free/reduced lunch eligible students, as well as between white and minority students.

2. Data-driven instruction is the cornerstone of Oakdale's improvement efforts. Our district's Assessment and Evaluation Office coordinates all testing, data collection, and reporting to the state and community. With this office serving as a technical resource, Oakdale teachers have bee trained to use data for: 1) identifying student needs on grade, sub-group, and individual levels; 2) developing plans for differentiated instruction based on needs; 3) understanding how instructional strategies correlate to achievement; and 4) continuously evaluating these strategies. Oakdale teachers now habitually bring to grade level meetings and Student Improvement Teams multiple sources of data for discussion and collaborative planning: Kansas State Assessments; local Criterion-Referenced Assessments developed by district teachers to maintain alignment to Kansas Essential Objectives; the Iowa Test of Basic Skills; and the Basic Reading Inventory, administered twice annually to grades K-2 and students in higher grades identified as reading below grade level. Strategies derived from needs analysis include flexible grouping, class within a class, six-trait writing, math problem solving, use of graphic organizers, and Question/Answer Relationship (QAR)—and student achievement has improved as a result.

3. Oakdale understands the importance of community partnerships in education, and the experience of merging two schools—each with a group of devoted parents—emphasized how critical it is to maintain communication between school and families. The process of temporarily closing the Oakdale building, merging staffs and students on the Hawthorne campus, and becoming "Oakdale-Hawthorne," then moving back to the renovated Oakdale and losing the beloved Hawthorne name was all very difficult, but we learned from the experience to support open communication with parents and community. Oakdale continually shares goals, progress, policies, and expectations to families via monthly school newsletters, a school website, personal letters, monthly PTO meetings, parent-teacher conferences, and open houses in which teachers demonstrate home-based learning strategies in math and reading. We are quite proud of the fact that, over the past five years, participation in conferences has been 98% or better. Oakdale also has a Family Support Coordinator who makes home visits and works with low-income families on strategies that can help make their at-risk child more successful academically, behaviorally, and emotionally. Oakdale also televises important school news and events—from student performances to teacher presentations on school progress—via the Salina Community Access Television network.

4. Oakdale shares its successes with other schools and districts through teacher and principal networks, and we have also documented key strategies—"Strategies For Success" that are clearly outlined so that other schools can duplicate them. Within our district, Oakdale shares strategies in administrator retreats twice a year, teacher collaboration on curriculum revision once a year, monthly principals' meetings, and monthly Vision Training for principals. Oakdale also participates in Title I planning and performance monitoring with our district's other three Title I schools. All of these collaborative meetings provide opportunities for networking and sharing instructional practices. And Oakdale freely shares ideas, challenges, and strategies with schools outside our district, particularly those in north-central Kansas that are part of the *Smoky Hill Education Service Center*, of which our district is a charter member. Smoky Hill serves over 40 public school districts and 2 private schools, in large part by providing a network for districts to train teachers from other districts and demonstrate promising, research-based instructional practices. And of course, the added recognition of the Blue Ribbon Schools nomination raises Oakdale's profile as a "model program" that other schools can approach for recommendations or ideas for addressing the needs of at-risk children.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum of Oakdale is rigorous and is taught with the expectation that all children, regardless of social, economic, cultural, physical, or language barriers, can achieve excellence in all areas. In every curricular area, students learn critical thinking, leadership, creativity, peer collaboration, and the relevance of what they learn to complex, "real world" situations.

Mathematics curriculum in every grade level uses a UPSLB (Understand Plan Solve Look Back) problem-solving model with hands-on, performance-based learning activities, including activities using manipulatives, problem-solving, and collaborative learning. Curriculum is aligned to each of the four standards outlined by the *Kansas State Mathematics Standards*: numbers and computation, algebra, geometry, and data analysis.

Language arts curriculum includes reading, speaking, listening, and writing skills. Students are introduced to the six-trait analytic model for writing. The traits are content, organization, voice, word choice, sentence fluency, and conventions. The six-trait rubric is also used to teach students how to read fiction and non-fiction passages for deeper understanding of meanings, themes, and authorial techniques. Curriculum is aligned to the four standards in the *Kansas State Reading and Writing Standards*: reading, literature, writing, and research.

Science and social studies curricula are also aligned to state standards and benchmarks. Writing skills are integrated with these fields at every grade level, particularly in 4th and 5th grade: in science, students use text structures, graphic organizers, and problem-solving activities to learn science concepts and processes; in social studies, students write narrative reports and conduct independent research.

Art and music programs focus on enriching students' appreciation and interpretation of artistic media, as well as supporting individual, confident self-expression and the fundamental principles of creating art and music. Art curriculum includes painting, sculpture, collage, drawing, model construction, origami, costume design, and handicrafts. Music encompasses the traditional instruments, musical notation, and concepts of pitch, harmony, meter, and tempo.

Instruction of the core curriculum areas are monitored by locally-developed *Criterion Referenced Assessments* administered 1-3 times each year. Currently, the district has elementary-level CRA's for math (grades 1-5), science (3-5), social studies (3-5), and writing (grade 4). CRA's help schools monitor themselves and "stay on track" in terms of teaching the state standards.

The district Office of School Improvement and Curriculum also enlists teachers on assignment—content area specialists in reading, math, science, and social studies—to provide technical support for all schools, especially where there is misalignment between what is being taught and the state Essential Objectives that **must** be taught. Oakdale relied on these services extensively, particularly during the Oakdale-Hawthorne merger when two school staffs were being integrated, and the strengthened focus on state and national standards significantly improved instruction and student achievement.

2. Reading is the major focus area across the district, especially reading integrated across the curriculum. At the elementary level, the district promotes reading instruction based on the model developed by Dr. Bill Blokker of Literacy First Process. Dr. Blokker's model stresses differentiated instruction in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. Oakdale provides reading instruction for 65 minutes a day in Kindergarten and 120 minutes a day in grades 1-5, going beyond the district model by adding expressive vocabulary in Kindergarten; dedicating more time to phonological awareness and vocabulary in grades 1-5; adding independent silent reading and partner reading to the fluency component; and adding Think-Pair-Share discussions and group question-and-answer sessions to the before-, during-, and after-reading activities that we use to strengthen reading comprehension.

It should be noted that Hawthorne, and Oakdale for two years after the schools merged, was invested in the *Success For All* program. We discontinued SFA because of cost, but the program did inspire us to continue using peer coaching to enforce high standards. Oakdale has a full-time *reading facilitator* who monitors classroom instruction, works with teachers, evaluates classroom practices, and coordinates testing for at-risk students.

3. As mentioned, a major district-wide initiative is teaching reading and writing across the curriculum. This is more challenging in some areas than others, but Oakdale is committed to the importance of this goal because language arts skills are essential for lifelong success. We can use our physical education program as an example. Oakdale's physical education curriculum addresses all of the focus areas outlined in the *Kansas Physical Education Curriculum Guide* supporting the development of the "physically educated person," including gymnastics, games, team play and competition, dance and rhythmical expression, lifelong active involvement, calisthenics, affective and cognitive development, and motor skills. But in teaching physical education we also integrate technical reading and writing through individual and collaborative reports, including research assignments. Writing has made students reflect more on their personal fitness and health goals. Writing helps students demonstrate their knowledge of fitness concepts. Writing has improved students' self-assessment by having them keep journals of cardiovascular fitness, diet and exercise habits, daily improvement of skills, *etc.*, and this daily record-keeping encourages them to continue good diet and exercise. Integrating writing in the physical education curriculum has helped students see their health and fitness as an ongoing process, one that they can (and should) continue outside of school.

4. Oakdale always seeks to remain flexible and receptive to change. We strongly emphasize instruction based on scientific research and aligned to student needs. Some of those strategies include

- Flexible grouping in reading (students in groups at, above, or below grade level in each of the five essential components of reading)
- Question-Answer Relationship (QAR) in reading at higher grade levels, to build students' reading comprehension skills
- Graphic Organizers, especially Post-Reading Graphic Organizers
- Understand Plan Solve Look Back (UPSLB) Model used in mathematics to teach students the underlying processes used in solving problems

- Class Within a Class provided by co-teachers as an alternative to pull-out programs, which personalizes instruction for students who need one-on-one support
- Six-trait writing instruction, which is monitored by an outside committee every nine weeks by reviewing samples of graded student work
- Pull-out flexible grouping in math to provide enrichment for students working above grade level
- Manipulatives in mathematics instruction, to help students learn abstract concepts
- Technology resources—*e.g.*, internet access for research—with in-class support provided by Oakdale's *curriculum technologist*, a certified instructor with strong technology skills

5. Our professional development program has four principles: (1) any training must ultimately show measurable improvement in student performance; (2) all teachers will move beyond the minimum requirements for being "highly qualified" and become instructional *leaders* in our school; (3) staff development must address areas of need identified by assessments; and (4) training is not a "one shot" event but ongoing improvement of classroom practices.

Oakdale's major staff development goals, as articulated by building and district-level research committees, are

- Effective use of technology to support student learning
- Emphasis on problem solving approaches to learning
- Peer coaching
- Differentiated instruction
- Using data analysis to drive instruction
- Cooperative learning strategies
- Constructivist learning
- Project-based learning, with focus on real-world applications
- Support for the Literacy First Process reading instruction model

Oakdale supports staff development through all-school in-service days; two hours of grade level collaboration time built into each school week; classroom monitoring through walkthroughs by the principal, lead teacher, and reading facilitator at least twice a week; peer observations; and weekly meetings with each grade level team, led by the principal and lead teacher, to discuss goals, lesson plans, instruction, and other educational issues.

PART VI – PRIVATE SCHOOL ADDENDUM

Not applicable.

PART VII – ASSESSMENT RESULTS

The tables on the next two pages show Oakdale's results over the past four years on the Kansas State Assessments in Mathematics and Reading. Despite the distractions that occurred during the Oakdale-Hawthorne merger—students re-located to mobile classrooms, construction occurring in the building while students were in school, the blending of different school staffs— our students recovered and made significant improvement in learning fundamental skills.

Please read the following notes before reviewing the assessment data.

(1) In 2002, the Kansas State Department of Education officially modified the category labels on its assessments in order to become aligned with federal definitions of proficiency. The current labels are used here for the sake of consistency, but the data is comparable across all the four years. The diagram below illustrates the change.

Current category labels (2002-03 and thereafter)	Old category labels (prior to 2002-2003 school year)	Performance levels for grade 4 mathematics	Performance levels for grade 5 reading
Unsatisfactory	Unsatisfactory	0-34	0-67
Basic	Basic	35-47	68-79
Proficient	Satisfactory	48-59	80-86
Advanced	Proficient	60-74	87-92
Exemplary	Advanced	75-100	93-100

(2) Although our students with disabilities and LEP students also made major improvement, we could not include this data because student numbers were too small to protect individual student privacy. For the same reason, minority data in the KSA Mathematics table for 1999-00 is omitted: minority test-takers were fewer than 10 that year. Ethnic minority student data is combined because no single minority group (African-American, Hispanic, Native American, *etc*.) has numbers high enough to report every year.

(3) To summarize the data: 2000-01 represents the most chaotic year of the Oakdale-Hawthorne merger, and student achievement fell to its lowest point. This was the year in which Oakdale failed to make Title I AYP, and this "wake up call" motivated us to regain focus on the essential skills of math and reading, and to identify at-risk students much earlier and provide appropriate interventions. Improvement came quickly after that paradigm shift, and last year Oakdale students showed greater achievement than the state average, including minority and free/reduced lunch students.

Kansas State Assessment in Mathematics (administered to 4th grade)

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March			
OAKDALE SCORES (WHOLE SCHOOL)				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**93.6**	**93.8**	**70.9**	**79.3**
At or above Proficient	**87.2**	**64.2**	**41.8**	**51.7**
At or above Advanced	**70.3**	**49.4**	**20.0**	**24.1**
At or above Exemplary	**27.7**	**19.8**	**3.6**	**3.4**
Number of students tested	47	81	55	29
Percent of students tested	100	98.8	94.5	90.6
Number of students excluded	0	1	3	3
Percent of students excluded	0	1.2	5.5	9.4
FREE/REDUCED LUNCH ELIGIBLE STUDENTS				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**90.9**	**94.8**	**65.8**	**75.0**
At or above Proficient	**81.8**	**67.8**	**31.6**	**50.0**
At or above Advanced	**63.6**	**49.1**	**10.5**	**25.0**
At or above Exemplary	**21.2**	**18.6**	**0.0**	**6.3**
MAJORITY STUDENTS (White)				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**94.1**	**96.2**	**70.0**	**81.5**
At or above Proficient	**91.2**	**62.2**	**50.0**	**55.6**
At or above Advanced	**76.5**	**47.1**	**20.0**	**25.9**
At or above Exemplary	**35.3**	**11.3**	**3.3**	**3.7**
MINORITY STUDENTS (African-American, Hispanic, Asian, American Indian, other)				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**92.3**	**89.3**	**72.7**	**Not reported**
At or above Proficient	**76.9**	**67.9**	**31.8**	**Not reported**
At or above Advanced	**53.8**	**53.6**	**22.7**	**Not reported**
At or above Exemplary	**7.7**	**35.7**	**4.5**	**Not reported**
KANSAS SCORES (all students tested)				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**91.4**	**88.8**	**87.9**	**85.7**
At or above Proficient	**73.6**	**67.6**	**66.7**	**61.7**
At or above Advanced	**52.4**	**45.5**	**41.6**	**38.5**
At or above Exemplary	**23.1**	**18.2**	**16.5**	**13.5**

Kansas State Assessment in Reading (administered to 5th grade)

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March			
OAKDALE SCORES (WHOLE SCHOOL)				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**100.0**	**90.2**	**65.1**	**86.7**
At or above Proficient	**80.6**	**65.6**	**34.9**	**56.7**
At or above Advanced	**59.7**	**41.0**	**9.3**	**23.4**
At or above Exemplary	**26.9**	**24.6**	**0.0**	**6.7**
Number of students tested	67	61	43	30
Percent of students tested	100	98.4	93.5	90.9
Number of students excluded	0	1	3	3
Percent of students excluded	0	1.6	6.5	9.1
FREE/REDUCED LUNCH ELIGIBLE STUDENTS				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**100.0**	**88.9**	**66.7**	**85.0**
At or above Proficient	**84.0**	**60.0**	**30.0**	**50.0**
At or above Advanced	**60.0**	**40.0**	**10.0**	**10.0**
At or above Exemplary	**26.0**	**22.2**	**0.0**	**5.0**
MAJORITY STUDENTS (White)				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**100.0**	**93.0**	**69.6**	**88.0**
At or above Proficient	**81.6**	**67.4**	**34.8**	**60.0**
At or above Advanced	**55.3**	**41.8**	**13.0**	**28.0**
At or above Exemplary	**26.3**	**20.9**	**0.0**	**8.0**
MINORITY STUDENTS (African-American, Hispanic, Asian, American Indian, other)				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**100.0**	**83.3**	**60.0**	**80.0**
At or above Proficient	**79.3**	**61.1**	**35.0**	**40.0**
At or above Advanced	**65.5**	**38.9**	**5.0**	**0.0**
At or above Exemplary	**27.6**	**33.3**	**0.0**	**0.0**
KANSAS SCORES (all students tested)				
Total – Percent of students…				
At or above Unsatisfactory	**100.0**	**100.0**	**100.0**	**100.0**
At or above Basic	**91.0**	**87.4**	**86.1**	**86.3**
At or above Proficient	**68.9**	**63.0**	**63.5**	**62.3**
At or above Advanced	**46.0**	**40.0**	**39.2**	**40.2**
At or above Exemplary	**18.6**	**15.1**	**13.9**	**15.4**