2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [X] MIddle [ ] High [ ] K-12
[ ] Charter [X] Title I [X] Magnet [X] Choice

Name of Principal Mrs. Georgia Elaine Parks
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name John P. Freeman Optional School
(As it should appear in the official records)

School Mailing Address 5250 Tulane Road
(If address is P.O. Box, also include street address.)

Memphis	Tennessee	38109-7510
City	State	Zip Code+4(9 digits total)

County Shelby State School Code Number* 0362

Telephone (901) 416-3156 Fax (901) 416-3127

Web site/URL www.mcsk12.net/schools/jpfreeman.es E-mail parkse@mcsk12.net

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

Date

Principal's Signature

Name of Superintendent Mr. Daniel Ward
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Memphis City Schools Tel. (901) 416-5444

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

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Tomeka R. Hart
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

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

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:

112	Elementary schools
25	Middle schools
4	Junior High Schools
31	High schools
19	Other
191	TOTAL

2. District Per Pupil Expenditure: 7469

   Average State Per Pupil Expenditure: 8708

SCHOOL (To be completed by all schools)

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

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

4. 11 Number of years the principal has been in her/his position at this school.

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

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	**7**	34	62	96
K	18	22	40	**8**	24	65	89
1	27	30	57	**9**			0
2	30	31	61	**10**			0
3	32	24	56	**11**			0
4	23	46	69	**12**			0
5	36	38	74	**Other**			0
6	35	59	94				
TOTAL STUDENTS IN THE APPLYING SCHOOL							636

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian or Pacific Islander
100 %	Black or African American
0 %	Hispanic or Latino
0 %	White
100 %	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 2 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	617
(5)	Total transferred students in row (3) divided by total students in row	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages: None

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 299

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: 1 %

4 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.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities		

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)	2	0
Classroom teachers	29	0
Special resource teachers/specialists	8	4
Paraprofessionals	0	4
Support Staff	4	5
Total number	43	13

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	98	%	97	%	98	%	98	%	97	%
Daily teacher attendance	94	%	95	%	94	%	94	%	94	%
Teacher turnover rate	12	%	24	%	20	%	20	%	10	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

It is never too early to prepare for college. That is what administrators, teachers, staff, parents, and students at John P. Freeman Optional School believe. The school sits on nearly 40 acres at the corner of Tulane and Holmes and boasts fully-equipped classrooms, computer and science labs, a gymnasium, and much more. In addition there are athletic playing fields for football, track, baseball, softball, and tennis. Freeman has an enrollment of 636 students in grades kindergarten through eight. This grade structure provides continuity from grade to grade as students prepare for high school, college, and the future. The focus at Freeman is on enriched academic and college preparatory programs. Freeman has an institutional vision and mission to inspire students to lead the quest for excellence as they work to become productive, educated citizens. To this end, all stakeholders of the school work collaboratively to sustain efficient and effective leadership teams, research-based school programs that lead to high levels of student achievement, and a safe, secure environment for learning.

Collaboration is an essential component to working in the school. Leadership teams comprised of various stakeholders ensure that every aspect of the school's climate is driven by the school's mission and vision. Teachers meet in teams to define priorities, analyze student work, and develop plans for implementing the curriculum. Professional development training is aligned with the No Child Left Behind requirements and uses the three major strands of professional development, as identified in the National Staff Development Council's Standards. These standards are content, process, and context.

State performance indicators drive the curriculum and the instructional process. The curriculum at Freeman is accelerated, and the instructional program is designed to stimulate creativity and critical thinking. In the middle school grades, seven honors classes are offered: English, mathematics, pre-algebra, Algebra I, science, physical science, and social studies/ U. S. History. The accelerated academic curriculum is broadened by introducing students to a varied range of cultural activities which include, but are not limited to, field trips to experience The Nutcracker, Philadanco, Alvin Ailey Dancers and the Judith Jamerson Dance Theater. The curriculum requires teachers to follow research-based classroom practices. These practices include both direct and indirect instruction. Modeling, coaching, collaboration, and application are strategies employed by teachers that are directly linked to district, state and national standards. Extracurricular activities include the Chess Club, class piano, Student Council, Newspaper in Education, Cheerleading, yearbook, sports, Math-A-Thon, a science club, and First Lego League.

The school and community stakeholders work together to ensure a safe, secure learning environment that promotes excellence by building a network of support for parents, teachers, and students. A doorbell system protects the front door, and all exterior doors are locked. We envision a safe and nurturing environment where students continue to develop their unique abilities as they work to become productive, educated citizens. We picture students becoming confident, self-directed, life-long learners who make valuable contributions to their communities. We will continue to create a school atmosphere in which students will experience positive relationships. We are committed to making all stakeholders an integral part of the quest for excellence in student learning and achievement.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Tennessee curriculum consists of standards and corresponding performance indicators which explain what students must be able to do in order to demonstrate mastery for each content standard. An analysis of the reading/language arts curriculum reveals that there are 48 content standards and 359 state-assessed performance indicators for grades 3 through 8. For mathematics, there are 30 content standards and 177 state-assessed performance indicators in grades 3 through 8.

Each spring Tennessee students in grades 3 through 8 are administered a state-mandated criterion-referenced assessment known as the Tennessee Comprehensive Assessment Program's Achievement Test (TCAP/AT). This timed multiple choice test measures skills in knowledge and application in five content areas: reading, language arts, mathematics, science, and social studies. Results from the TCAP/AT document mastery of the state-assessed performance indicators at each grade level in each content area. This evidence is rated at three levels: Level 1 (below proficient) indicates that the student has the basic knowledge and skills needed to move to Level 2. Level 2 (proficient) signifies that the student possesses the knowledge and skills that should be mastered by the end of a benchmark grade (grades 3, 5, and 8). Level 3 (advanced) means that the student possesses the knowledge and skills needed to be successful at the next grade cluster (K through 3, 4 and 5, or 6 through 8).

Only four years of data are used in the analyses since 2002-03 data are not comparable to the results reported because the TCAP/AT that year consisted primarily of norm-referenced items and included only the minimum number of criterion-referenced items required by No Child Left Behind. Across the four years for which data were tabulated, the majority of Freeman students (98% to 100%) were Black or African-American. Additionally, none of Freeman's students had disabilities requiring test accommodations.

Analysis of Results:

*Freeman students have demonstrated consistent high level perforrmance and have out-performed students at the state and district level in grades 3 through 8 for four consecutive years. 100% of Freeman students met or exceeded state standards on 21 of the 24 data points in reading/language arts and on 22 of 24 data points in mathematics across grades 3 through 8. The percent of state students in grades 3 through 8 meeting and exceeding state standards fluctuated from 80% to 95% in reading and from 80% to 93% in mathematics during the same time period. For the district, the percentage ranged from 78% to 90% in reading and 66% to 70% in mathematics from 2003-04 to 2006-07.

*The poverty index at Freeman rose from 33% in 2003-04 to 47% in 2006-07. However, there are negligible differences in the percent of ED and NON ED students at Freeman who are identified as proficient and advanced in both reading and math in grades 3 through 8 across four years. ED students posted percentages of 93% to 100% in reading and 96% to 100% in math while NON ED students recorded 98% to 100% in reading and 97% to 100% in math. A comparison between the percent of proficient and advanced ED students at Freeman and the state and district revealed that Freeman's ED students outperformed ED students in both comparison subgroups. For the state, the percentage of students rated as proficient and advanced ranged from 69% to 92% in reading to 69% to 89% in math. District ED students who met and exceeded state standards varied from 61% to 82% in reading and 75% to 88% in mathematics for four years.

*Freeman's NCLB status has been 'good standing' for five consecutive years.

*Regarding AYP, Freeman met all federal standards in all applicable areas from 2003-2007.

*On the TCAP Writing Assessment, Freeman students were rated as 'exemplary' and have outperformed the state and district in both grades 5 and 8 for four consecutive years. Additional information may be found on the state's website at http://www.state.tn.us/education.

2. **Using Assessment Results**

Before the school year begins and during the school year, collaboration across grade levels and the examination of data are used to understand and to improve student and school performance. Before the start of the school year, administrators conduct TCAP Data Analysis Workshops to train teachers to accurately read results and to analyze assessment data from

previous years. The analyses assist teachers in determining areas of strength and weakness in instruction.

Following the data analysis workshops, teachers meet in Professional Learning Community (PLC) groups to define priorities and to identify the individual strengths and needs of their incoming students. During the school year, PLC groups continue to meet weekly for at least one hour to discuss and modify instructional methods based on information from journal articles and/or current research to address areas of concern for at risk students.

Students are tested at the beginning of the school year using the Renaissance Learning Formative Assessment and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). If results indicate, students are placed in the Just-In-Time program designed to use diagnostic information to provide appropriate academic interventions to close achievement gaps. Additionally, students are systematically tested at the end of each quarter using the Renaissance Assessment and DIBELS. Results from these instruments serve as a needs assessment on the topics of student achievement, instructional support, and professional development sessions. Also, the needs assessment allows teachers to determine the gains students have made, to identify students who need additional instruction and/or intervention, and to determine which instructional strategies needed adjustment. Reinforcement programs, such as the Before and After School Tutorial program, Voyager Passport (computer program which accelerates students' reading performances), Study Island (online program designed to help students master specific standards), Accelerated Reading and Math, and Stanford Math, are used to provide support and to impact student achievement.

3. **Communicating Assessment Results**

Student performance and assessment data are communicated to parents, students and the community in a variety of ways. Student data reports containing TCAP/AT results for each content area (reading/language arts, mathematics, science, and social students) from the prior spring's assessment are sent home to parents at the beginning of the school year with an explanatory pamphlet. This report provides a summary of the students' performance in narrative and graphic formats on the performance indexes in each reporting category for each content area. Student performance is also rated as below proficient, proficient, and advanced on this report. Parents are invited to participate in conferences with teachers where time is allotted to discuss student results. Homeroom teachers schedule individual conferences to review results with students and to analyze areas of growth and areas needing improvement. Results are also disseminated to the community through the state's website, the school's profile on the district's website, local newspapers, school newsletters, grade level teacher/parent meetings, Parent-Teacher-Student Association meetings, and at Family Engagement meetings (open houses). Throughout the school, results comparing three years of performance on the TCAP/AT are posted on bulletin boards.

Student performance is monitored multiple times throughout the school year using the Renaissance Learning Formative Assessment and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Based on results from these instruments, students are placed in the Just-In-Time program which is designed to use diagnostic information to provide appropriate academic interventions to boost the student to the next performance level. Reports from the Renaissance Assessment, DIBELS, Voyager Passport, Study Island, Accelerated Reading and Math, and Stanford Math communicate the students' achievement to parents. These reports are generated and distributed bi-weekly and/or bi-monthly. Teachers also review the reports with students and parents.

4. **Sharing Success:**

John P. Freeman Optional School shares its successes with other schools by communicating in the district's official publication of the Memphis City Schools Insider. The administrative team at Freeman also shares successes through presentations to administrative teams of other schools.

Teachers who have demonstrated a high level of quality instruction are provided opportunities to mentor and to facilitate workshops for teachers throughout the district.
The district's publication of the Memphis City Schools Insider contains articles sharing the news of Freeman's receiving the Outstanding Achievement in Math and Science for 2007 from Exxon Mobil. The Insider also reports that a teacher from Freeman was awarded the My Favorite Educator Award, and that elementary school students received awards from Memphis City Beautiful's Annual Waste in Place contest during the 2007-2008 school year.
Freeman's administrative team shares successes regarding student performance on the Tennessee Comprehensive Assessment Program/Achievement Test (TCAP/AT) with administrative teams from other schools. Three National Board Certified Teachers serve as mentors throughout the district to assist other teachers in achieving this certification. Freeman wil continue to share its successes with other schools through district communications, mentoring, and professional presentations and workshops.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

John P. Freeman Optional School's core curriculum includes: reading and English language, mathematics, science, and social studies. The instructional program also integrates the performing arts, such as Orff music, band, orchestra, visual art; foreign language (Spanish); physical education and lifetime wellness. The curriculum is based on district, state and national standards.

The design of the reading and English language curriculum for middle school follows an academic spiral approach. Reading, literature, language and communication, research and study skills, and habits and attitudes are the components of the program. The elementary curriculum used is Pearson Scott Foresman's 'Reading Street' series. This is a multifaceted program designed to provide individualized, small group, guided group, and leveled instruction through its scientifically-based strategies and plans.

The mathematics curriculum at the elementary level utilizes the Houghton Mifflin Mathematics textbook, Houghton Mifflin's 'Everyday Counts-Calendar Math', and Stanford Math. These research-based programs are designed to teach mathematical concepts and skills from basic knowledge to the application level. At the middle school level, there is less emphasis on computation and more focus on mathematical concepts including numbers and operations, algebra, geometry, measurement, data analysis and probability, problem solving, reasoning and proof, communication, and connections.

The spiraled science curriculum includes topics in physical science, earth and space science, and life science at all grade levels. Cooperative group activities and individual inquiries provide students with opportunities to explore specific topics that build on prior knowledge and experiences in each of these areas of science. Research and problem solving skills are integrated throughout the curriculum. Students are encouraged to take advantage of various science opportunities that relate classroom experiences to real life situations. Laboratory kits are used extensively to provide hands on experiences at all grade levels. Partnerships with the local museum system and universities enhance the science instructional program.

The social studies curriculum begins in the elementary grades by developing an understanding of topics, such as government and laws, history, citizenship, economics, geography, and society. In successive years, through eighth grade, the curriculum expands each of these concepts. The Harcourt Brace series, which includes alternative forms of assessment, cooperative group activities, and map skill materials, is used in grades one through five.

The performing arts program involves students in Orff music, choir, band, and orchestra. Orff music is based on a child's basic instinct to sing, chant rhymes, clap, dance, and keep a beat and engages students in orchestral play. All students in middle school participate in either the band or the orchestra. These students are taught not only to play or master an instrument but also the necessity of team work and discipline in order to perform for an audience. Students in grade six receive a semester of visual art, and elementary students receive weekly instruction in the visual arts. Students are taught to evaluate, critique, and produce various forms of art.

Foreign language instruction provides enrichment in grades kindergarten through eight. The focus in Spanish is on oral and written language skills. In grades kindergarten through eight, students explore ideas about the cultures of Spanish speaking countries.

The health and lifetime wellness curriculum is designed to ensure overall physical fitness. The goal is for all students to enjoy and seek out lifelong physical activities which enhance health and wellness. The curriculum includes activities designed to provide students with knowledge and skills needed to become healthy and productive adults. Noncompetitive games and activities are utilized to improve mental alertness, and to encourage teamwork, sportsmanship and responsibility.

2a. **(Elementary Schools) Reading:**

A district level textbook committee selects the district's reading series. The Board Commissioners then approve the selected reading series and mandate its use throughout the district in kindergarten through grade eight. The district's elementary reading curriculum

is the Reading Street series which is a multifaceted program designed to provide individualized, small group, guided group, and leveled instruction through its scientifically-based strategies and plans for delivering lessons. The program targets grade level, below grade level, challenge (above) grade level, and English language learners. The curriculum utilizes differentiated instructional strategies that integrate and use literature to teach phonemic awareness, reading fluency, vocabulary, and text comprehension.
In the elementary grades, Accelerated Reader, TCAP Coach, Voyager, and Reader's Handbook are supplemental resources used to enrich skills taught and developed in the core curriculum. Accelerated Reader and Voyager include computer-based assessments that provide data to monitor students' progress in the areas of fluency, vocabulary, reading levels, and comprehension. Teachers then use those results to plan, instruct or remediate if needed. TCAP Coach and Reader's Handbook provide intervention methods and extra practice materials.

Creative Learning in a Unique Environment (CLUE) is an enrichment program in grades kindergarten through five. Students who participate must be at a minimum of two grade levels above in reading. CLUE offers a highly motivational program where students have the opportunity to develop self-concept and skills in leadership, communication, creative thinking, logical thinking, and research.

2b. **(Secondary Schools) English:**

The design of the English language curriculum for middle school follows an academic spiral approach. Reading, literature, language and communication, research and study skills, habits and attitudes are the components of the program. When students reach upper elementary grades and middle school, there is an increased emphasis on nonfiction reading, comprehension strategies, critical thinking, and learning vocabulary in context. There is a decreased emphasis on foundations of literacy and phonics while grammar, usage, mechanics, and writing are integrated into the reading and language program. CLUE is also offered in middle school but requires a formal assessment to determine eligibility. The CLUE program ensures mastery of student performance indicators through the in-depth study of novels.

The following programs are used as independent learning tools that guide students to comprehend more by using research-based strategies: Accelerated Reader, TCAP Coach, and Reader's Handbook. These programs help to accommodate students' varying reading levels. Accelerated Reader is used to increase reading fluency. Its point system is also used to motivate students to read more thereby strengthening reading skills. The TCAP Coach workbook is used to assess students' levels of mastery, identify deficit areas and provide additional practice. The Reader's Handbook incorporates a guide for using reading strategies in all content areas. It provides a step-by-step process to read various types of material making students better readers, not just better test takers.

3. **Additional Curriculum Area:**

The mission of John P. Freeman Optional School is to involve all stakeholders in making excellence a priority for all students as they acquire and use knowledge, skills, and appropriate behavior to become productive, educated citizens. In order to meet the criteria, the regular math curriculum has been intensified through the use of Everyday Counts - Calendar Math, Stanford Math, and TCAP Coach Math.

The elementary curriculum is Houghton Mifflin which consists of researched-based programs designed to teach mathematical concepts and skills from basic knowledge to the application level. Houghton Mifflin helps to deliver criterion objectives through hands on activities, links to writing, application tasks and performance assessments. The middle school uses Holt Mathematics as a text source to build on the concepts taught in elementary grades. At this level there is less emphasis on computation and more focus on mathematical concepts including numbers and operations, algebra, geometry, measurement, data analysis and probability, problem solving, reasoning and proof, communication, and connections. The students learn mathematical concepts and apply them to real world situations. Eighth graders are enrolled in Algebra I and receive high school credit if they pass the Gateway Test at the end of the year. The text used for Algebra I is Prentice Hall Mathematics.

Everyday Counts - Calendar Math is a supplemental math program used to provide daily opportunities to link math with real world and daily events. The program is incorporated as a supplement allowing additional minutes of daily instruction. It centers on an interactive bulletin board providing visual, hands on exposure to critical math skills to help students develop mathematical competence and confidence. Stanford Math is a computer

technology-based math program providing a spiral review and individualized remediation of instruction according to the students' individual skill assessments. TCAP Coach Math is used to teach skills measured by the TCAP/AT and helps students to become more focused and to develop assuredness. It reinforces math skills needed for students to become productive, educated citizens.

4. **Instructional Methods:**

The high quality educational program at John P. Freeman Optional School applies a variety of instructional strategies from the following categories: Technology, learning groups, and other research-based practices. The following were found to be the most effective strategies related to producing lifetime learning and improving academic achievement.

United Streaming is an online multimedia resource used by educators and students to retrieve videos, text sources and to access practice and assessment materials. In this program computers are used to obtain research information, games, interactive activities, word processing, PowerPoint, and tutorial software.

In learning groups, students are given opportunities to complete academic tasks and to improve social communication skills by interacting with each other. Students engage in active learning through workstations, cooperative groups, guided groups, and peer tutoring.

Other research-based practices, such as graphic organizers, journals, note taking, and bell work, which use the integration of writing and reading in core subjects, are standard in each classroom. Establishing routines, procedures, teacher monitoring, guided practice, whole class discussion, and direct instruction are proven strategies used to create an environment that is conducive to learning.

5. **Professional Development:**

John P. Freeman Optional School supports higher student achievement through the implementation of research-based professional development. All professional development sessions are aligned with the Memphis City Schools' Comprehensive Professional Development Plan and the National Council of Professional Development Educators. Support staff receives ongoing professional development through Professional Learning Communities, mentoring, and coaching.

Professional Learning Communities are organized by grade level in the elementary grades and by content areas in middle school. In these sessions educators share strategies, model lessons, reflect on prior lessons and on student work in order to plan for future instruction. These sessions have facilitated more in-depth planning to accommodate students' areas of growth and enrichment. The outcome of this collective effort has resulted in significant gains in math and reading school-wide. Mentoring and coaching partnerships facilitate the orientation of new staff members which contributes to a better understanding of the schools' culture, routines, and policies. Teacher leaders share through modeling instruction, observation and feedback, providing resources, and collaboration. Through these partnerships, educators become more effective classroom facilitators.

Additionally, educators and support staff participate in on-site training sessions, such as Harry Wong's First Days of School Series, Stanford Math, and the TCAP analysis workshops. Educators have also been trained off-site and have returned to share strategies and content learned in areas of Comprehensive Literacy, Professional Learning Communities, and the Classroom Performance System. Evaluations provide feedback for enhancing future professional development plans. Coaching ensures appropriate application of professional development content. As a result of ongoing professional development, John P. Freeman Optional School's students have continued to meet and exceed the state's benchmarks for Adequate Yearly Progress.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	97	100	100	
% "Exceeding" State Standards % Advanced	90	70	86	77	
Number of students tested	68	77	65	62	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	94	100	100	
% "Exceeding" State Standards % Advanced	88	61	82	82	
Number of students tested	32	33	33	23	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	91	77	91	75	
Number of students tested	36	44	32	39	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	97	100	100	99	
% "Exceeding" State Standards % Advanced	74	76	75	68	
Number of students tested	73	69	67	67	
Percent of total students tested	100	99	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	93	100	100	100	
% "Exceeding" State Standards % Advanced	63	66	75	57	
Number of students tested	27	29	29	27	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	98	
% "Exceeding" State Standards % Advanced	80	83	75	75	
Number of students tested	46	40	38	40	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	86	91	80	77	
Number of students tested	72	66	65	67	
Percent of total students tested	100	100	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	85	94	70	70	
Number of students tested	39	30	25	23	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Proficient	88	89	86	80	
Number of students tested	33	36	40	44	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 6 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	88	86	83	60	
Number of students tested	94	88	89	78	
Percent of total students tested	100	100	97	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	87	60	75	78	
Number of students tested	47	32	31	25	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	89	93	85	60	
Number of students tested	47	56	58	53	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 7 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	91	86	71	79	
Number of students tested	96	93	73	77	
Percent of total students tested	100	99	100	94	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	90	88	70	74	
Number of students tested	40	42	33	22	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	91	84	73	80	
Number of students tested	56	51	40	55	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 8 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	100	84	74	77	
Number of students tested	91	64	76	80	
Percent of total students tested	100	100	100	94	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	100	88	64	69	
Number of students tested	35	28	23	24	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	100	82	78	80	
Number of students tested	56	36	53	56	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	81	74	74	66	
Number of students tested	68	77	65	62	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	81	70	64	73	
Number of students tested	32	33	33	23	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	82	77	85	63	
Number of students tested	36	44	32	39	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	99	
% "Exceeding" State Standards % Advanced	75	66	43	60	
Number of students tested	73	69	67	67	
Percent of total students tested	100	99	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	96	
% "Exceeding" State Standards % Advanced	63	62	39	50	
Number of students tested	27	29	29	27	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	83	68	45	68	
Number of students tested	46	40	38	40	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	99	100	100	
% "Exceeding" State Standards % Advanced	89	90	82	74	
Number of students tested	72	66	65	67	
Percent of total students tested	100	100	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	87	87	70	65	
Number of students tested	39	30	25	23	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	97	100	100	
% "Exceeding" State Standards % Advanced	91	92	88	78	
Number of students tested	33	36	40	44	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 6 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	79	91	90	59	
Number of students tested	94	88	89	78	
Percent of total students tested	100	100	97	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvanataged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	83	84	91	58	
Number of students tested	47	32	31	25	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	75	95	90	60	
Number of students tested	47	56	58	53	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 7 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	97	95	84	65	
Number of students tested	96	92	73	77	
Percent of total students tested	100	99	100	94	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	98	95	76	70	
Number of students tested	40	42	33	22	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	96	94	90	63	
Number of students tested	56	50	40	55	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 8 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	97	88	90	89	
Number of students tested	91	64	76	80	
Percent of total students tested	100	100	100	94	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	94	88	82	89	
Number of students tested	35	28	23	24	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	98	87	93	89	
Number of students tested	56	36	53	56	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 8 Test TCAP/AT

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	97	88	90	89	
Number of students tested	91	64	76	80	
Percent of total students tested	100	100	100	94	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	94	88	82	89	35
Number of students tested	35	28	23	24	
2. NON Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient and Advanced	100	100	100	100	
% "Exceeding" State Standards % Advanced	98	87	93	89	
Number of students tested	56	36	53	56	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other) Grade 8 Test

Edition/Publication Year Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% “Meeting” plus % “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% “Meeting” plus % “Exceeding” State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% “Meeting” plus % “Exceeding” State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% “Meeting” plus % “Exceeding” State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% “Meeting” plus % “Exceeding” State Standard					
% "Exceeding" State Standards					
Number of students tested					