

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

U.S. Department of Education

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

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

Official School Name Franklin Elementary School
(As it should appear in the official records)

School Mailing Address 1501 Figuers Drive
(If address is P.O. Box, also include street address)

Franklin TN 37064-3830
City State Zip Code+4 (9 digits total)

County Williamson State School Code Number 00941-0010

Telephone (615) 794-1187 Fax (615) 591-2800

Website/URL http://www.fssd.org/FES/FES_homepage/fes.htm E-mail tornowmar@fssd.org

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

District Name Franklin Special School District Tel. (615) 794-6624

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 President/Chairperson Mr. John Schroer
(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 _____

PART I - ELIGIBILITY CERTIFICATION

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
 1 Middle schools (5-6)
 1 Junior high schools (7-8)
 _____ High schools
 1 Other (K-8)
- 7 TOTAL
2. District Per Pupil Expenditure: _____ \$9,675
- Average State Per Pupil Expenditure: _____ \$7,366

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. 6 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	24	8	32	7			
K	38	30	68	8			
1	49	41	90	9			
2	39	33	72	10			
3	27	47	74	11			
4	26	35	61	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							397

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>64</u> | % White |
| <u>21</u> | % Black or African American |
| <u>15</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

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

7. Student turnover, or mobility rate, during the past year: 22 %

[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.	36
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	50
(3)	Total of all transferred students [sum of rows (1) and (2)]	86
(4)	Total number of students in the school as of October 1	397
(5)	Total transferred students in row (3) divided by total students in row (4)	0.22
(6)	Amount in row (5) multiplied by 100	22%

8. Limited English Proficient students in the school: 5 %
21 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, Arabic, and Ukrainian

9. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 187

10. Students receiving special education services: $\frac{14}{54}$ % 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 11 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 38 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 4 </u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 21 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 11 </u>	<u> 4 </u>
Paraprofessionals	<u> 10 </u>	<u> 3 </u>
Support staff	<u> 11 </u>	<u> </u>
Total number	<u> 55 </u>	<u> 9 </u>

Average school student-“classroom teacher” ratio: 18:1

13. Show the attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	96%	96%	95%
Teacher turnover rate	14%	8%	6%	11%	11%

PART III- SUMMARY

Located just fourteen miles south of Nashville, Franklin Elementary School is the oldest of the seven schools in the Franklin Special School District (FSSD). Founded in 1906, Franklin Elementary is a neighborhood school, with students attending in pre-kindergarten through the fourth grade.

The district opened a school of choice in the summer of 2000 with grades K-8 and a balanced calendar. Due to this change, the student population evolved from 25% economically disadvantaged in 2000, to the current 46%. Minority population has also grown in the last five years from 22% to the current 36%.

In an effort to meet the needs of the diverse learners, the FES faculty has been involved in numerous trainings to provide strategies and techniques to implement developmentally appropriate curriculum design. Job embedded professional development, analyzing test data, an emphasis on differentiation of instruction, and most importantly developing relationships with students and their families have been foundational in improved student achievement. The faculty is a balanced mix of veterans and those new to the profession. 22% are in their first five years of teaching and 14% have more than 30 years of experience.

We take pride in the ethnic and economic diversity among our student body. Each child is valued and loved as we work as “*A community of learners striving for excellence and success*” which is our mission statement. Our vision statement emphasizes a “*safe and caring environment where each student masters academic skills, becomes an engaged learner and develops character traits necessary to become a productive citizen...*” These are more than just statements on paper- they are the frame in which we view all school-related decision making. This is experienced as you walk into the inviting lobby and see the photographs of our students and displays of their artwork proudly lining the halls. There is a safe, family atmosphere in which care about and for each other is demonstrated.

While parts of the building have been around for more than 50 years, a major addition and renovation project was completed in 2001 which provided 14 additional classrooms, a new media center, art room, and office complex. A new multi-purpose room and kitchen were also added. Existing facilities have been updated with new lighting and paint, and have been continually maintained by a dedicated staff of custodians who are very proud of their school.

Franklin Elementary has been designated a Title I Targeted Assistance school for four years. We have been able to implement reading assistance at all grade levels and have a Parent Involvement Coordinator to actively engage parents in the activities of the school and their child’s education. A year-long planning effort is underway as part of our School Improvement Planning to consider conversion to a School-wide Title I program. Our students have benefited from a 21st Century Community Learning Center grant obtained by our district to improve the after-school care program and to provide scholarships and transportation to economically disadvantaged families.

Related Arts are highly valued by the FSSD and specifically at Franklin Elementary. Students receive 30 minutes of physical education each day in addition to regular activity breaks including recess. FES has been designated a Physical Education Demonstration School by the state of Tennessee and the PE staff hosts annual seminars for teachers across the state. All students also receive sixty minutes of music and art each week. Many students participate in after-school chorus and percussion ensemble opportunities.

FES has earned and maintained continuous accreditation with the Southern Association of Schools and Colleges for more than 30 years.

PART IV- INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Scores on state administered achievement tests have improved steadily over the last four years. While the percentage of students who are considered at-risk has continually grown, the students' performance has improved as well. The highlight was experienced as 100% of third graders scored *Proficient* on the spring 2005 testing in Reading/Language Arts. Even more encouraging is the fact that in both Reading/Language Arts and Math, two-thirds (66%) of the third graders scored *Advanced*, this is significantly higher than state averages (Reading 38% and Math 40%) and FES scores in previous years. The number of students scoring *Advanced* has increased dramatically over the last three years- Third Grade: 28% to 66% in Reading/Language; 28% to 66% in Math. Fourth Grade has seen comparable improvement: 36% to 53% in Reading/Language; 32% to 51% in Math.

In Tennessee, the TCAP/Achievement Test now gives Criterion Referenced scores for all students in grades 3-8. Criterion Referenced tests measure an individual student's performance against a pre-determined set of standards which are established based on the curriculum. Students score either *Below Proficient*, *Proficient* or *Advanced*, based on their test performance. Scores for students at Franklin Elementary indicate that they are performing substantially above others across the state in all four subject areas tested (Math, Reading/Language Arts, Science, and Social Studies).

In Reading/Language Arts, the third grade NCE average was 64, this compares to the state average of 51. This is an improvement of nearly 10 points in just the last two years. The fourth grade students also scored well above the state NCE average with a 60 compared to the state's 50. This is an improvement of 5 points over the last three years. (Normal Curve Equivalent (NCE) is the mapping of percentile data into corresponding points in a normal distribution).

In Math, similar improvements have been made. The third grade students' NCE score average was 71 compared to a state average of 55 and an improvement of nearly 13 points over our score three years ago. Fourth grade also improved with an NCE average score of 65 compared to 53 for the state and 57 three years ago. These scores place Franklin Elementary in the top 10% of elementary schools in the state of Tennessee.

Averages are one way to view test scores, but as important is the performance of each subgroup and student on the assessment. Those students scoring *Advanced* among economically disadvantaged students improved by 284% in Math and by 218% in Reading/Language for third grade over the last three years. Similar improvement was seen for African American students with the percent of *Advanced* students showing a 50% increase in Math and a 130% increase in Reading/Language Arts.

Tennessee is among a few states that provide *Value-Added* data to schools which show how much growth was made by individual students from one year to the next. One of the most exciting applications of this data is seeing that ethnic and economic subgroups are showing substantial gain in what they are learning each year- in many cases much more than the majority students.

The following website will provide the most recent (2005) State of Tennessee Report Card data: <http://www.k-12.state.tn.us/rptcrd05/>. To find scores for Franklin Elementary, follow System: "Franklin" and find the "Individual Schools" listing on the bottom of the page and click on "Franklin Elementary".

2. Using Assessment Results

At Franklin Elementary, data collection and analysis is not an event, but an on-going process. It starts at the beginning of each year when teachers start to build profiles on each student based on all previous data- not just the previous year's TCAP/Achievement Test results. Additional assessments such as STAR Reading, Kindergarten screenings, end-of-year Math and Reading assessments are used to determine the ability and potential of each student. Each teacher analyzes available data and plans instruction based on individual and group needs. These assessments are also used to identify students who can benefit from targeted Title I services and Reading Recovery to supplement reading instruction from the classroom teacher.

Students in second, third and fourth grades also take the Predictive Assessment Series (PAS) in August, December and February. This short test covers performance indicators in Reading/Language Arts and Math which are linked to the curriculum standards that make up the Tennessee Curriculum Frameworks which are followed by the Franklin Special School District. The results of this assessment are used to gauge student progress during the school year. This gives teachers the opportunity to adjust their instruction to meet the needs of the class.

The data provided by both the TCAP/AT and the PAS assessments allow the teacher to analyze a student's ability to the performance indicator level. Administrators take time with each team to discuss assessment results, look for trends and meaning, and answer any questions that teachers may have regarding the results. Research-based instructional methods rooted in best practices are proposed for meeting the needs of the learners. On-going classroom pre- and post-assessment is continually used to identify flexible grouping in order to differentiate instruction for small groups and individual learners. This year, homogeneous grouping is taking place in fourth grade math.

Finally, assessment data is used by teachers in grade-level meetings, vertical teams, system wide discussions and professional development opportunities. This collaborative dialog and planning is especially helpful for less experienced teachers as they learn from their veteran peers.

3. Communicating Assessment Results

Franklin Elementary places a high value on keeping open lines of communication with all stakeholders involved in the learning process. The school provides regular written progress reports to parents each four-and-a-half weeks in addition to the nine-week report cards. At the beginning of the second quarter teachers hold parent-teacher conferences with each family to discuss the progress of the student. Approximately 85% of parents attend these conferences. If a face-to-face meeting is not possible, phone conferences are held with the remaining parents. Teachers make a point of using assessment data for each student to guide the discussion. For the non-English speaking population, translators are scheduled for conferences to make sure that the information is properly shared and understood by all.

Assessment data from the TCAP/Achievement Test is usually not available to the school until after school has dismissed for the summer. The information is shared with the parents as they return to school, or forwarded on to the next school their child will attend. The results are typically self-explanatory, with a descriptive folder provided by the State Department of Education, but often parents will request additional information or explanation of their child's results.

In addition to individual assessment results, a composite of school results is prepared for school families and the community to share the accomplishments of our students and teachers. Also, the State Report Card results are published in the newspaper and online. This shows that the school is proud of the successes produced by our student population.

The local newspaper and a quarterly newspaper insert published by the FSSD to be delivered to all residents are also effective means to communicate success in the community. Numerous feature articles have been submitted and printed as well as daily articles for a section called “Every School, Every Day” published each school day.

4. Sharing Success

There are many system-wide opportunities to share successful strategies with other teachers and leaders in the Franklin Special School District. The system has a Design Team composed of teachers and administrators from each school along with administrators and facilitators from the central office. Often, opportunities are planned in these meetings for sharing of effective teaching ideas being used at each campus.

Occasionally throughout the school year, there are system-wide grade-level and/or subject-area meetings for teachers from all schools. This gives teachers and administrators another opportunity to share what works in their classrooms and to hear success stories from other schools. Teachers are also involved in workshops and conferences in the middle-Tennessee area as presenters and participants.

The system also provides high-quality professional development opportunities which allow teachers to be a part of learning communities focused on a given research-based focus of teaching. Currently, nearly all of the FES classroom teachers are involved in a professional development strand for implementing effective strategies to differentiate instruction in each classroom. They participate in four day-long sessions spread throughout the year and put these new ideas into practice between meetings.

PART V- CURRICULUM AND INSTRUCTION

1. Curriculum:

The nucleus of curriculum at Franklin Elementary revolves around the Tennessee State Curriculum and the Franklin Special School District Curriculum Frameworks. Both documents are organized in a teacher friendly format to emphasize the alignment of standards, learning expectations and accomplishments across all grade levels. Performance indicators provide assessment options which measure student achievement in the development of essential concepts. State Performance Indicators (SPI) are measured on state assessments and Teacher Performance Indicators (TPI) are measurable evidences of student behavior. The State Curriculum is leveled: Level 1 – basic knowledge and skills needed for successful completion of Level 2; Level 2- Proficient knowledge and skills that all students should know and be able to perform by completion of Benchmark grades, 3, 5, 8; and Level 3 indicates advanced knowledge which prepares student for success in the next grade level.

All teachers at FES use the Frameworks as the learning foundation. Focusing on standards, curriculum is then designed to meet the needs of student learners. Pre-assessment of students reveals their level of knowledge and need for future growth. Once this data is collected, lessons are designed and implemented. Continuous progress for all students and qualitative assessments are evident at all grade levels. Both summative and formative assessments along with anecdotal recordings provide instruction needs and are the foundation for curriculum design.

There are a variety of methods and materials used to implement and deliver leveled lessons to the students at Franklin Elementary. Learning centers, flexible groupings, whole group with individual responses,

tiered lessons, guided reading, Four Blocks, Six Trait Writing, manipulatives, non-fiction literacy groups, literature circles, and reading and writing across content areas are the basics for lesson delivery.

Language Arts, (reading, spelling, writing and speaking) is taught as one with integration occurring across all four components of this content area. In most classrooms, spelling words are taken from units of study and writing is taught in a mini-lesson format. Emphasis on writing begins in kindergarten and continues throughout each grade level at FES. An emphasis on non-fiction has allowed for reading across the content area especially in Social Studies. In fact, some teachers use the social studies curriculum as their emphasis in language arts, thereby creating more instructional time during the school day.

Science is implemented through a hands-on, inquiry process mode. Each grade level experiences six science kits with the subject depending on that particular grade level curriculum. Each grade level has a rather large science project room where kits can be assembled and all students at that grade level can participate in the learning activities. A science lab, the Exploration Station, is also available for classroom use. Aquariums, plants, models and a variety of other resources have been purchased with monies received from grants. Also, an outdoor classroom with a variety of plants, amphitheatre seating and a pond is available for student learning.

Math concepts are developed and deepened through a variety of methods and materials. Each classroom focuses on the understanding and application of mathematical concepts. Manipulatives are used in every classroom on a regular basis and each classroom participates in daily math calendar activities.

Franklin Elementary administration and faculty believe in developing the whole child. In an effort to nurture the whole child, FES provides a strong arts program. Being a physical education demonstration school, students receive physical education every day for 30 minutes. Art, music and library are experienced via a specialist 60 minutes a week and each classroom has Character Counts education 60 minutes per month with the guidance counselor. A before school offering of percussion and chorus is available for third and fourth grade students.

A strong emphasis on hands on activities which engage learners is emphasized at FES. All content areas are conducive to activity and higher order questioning and thinking. We strongly emphasize the higher levels of Blooms Taxonomy and have high expectations for learning.

2. Reading:

The adopted reading series, Scott-Foresman serves as a resource for all teachers. At present, we are placing a strong emphasis on non-fiction literacy, with literature circles connecting to other content areas and standards for that particular grade level. Many teachers use the Pair/Share philosophy with fiction and non-fiction connections. For instance, second grade teachers read Stella Luna as a fiction selection and then students read Eye-Witness books relating to bats. A strong connection between fiction and non-fiction exists and provides students with a greater and deeper understanding of the content standard.

Literature groups are prevalent at all grade levels and are formed by reading levels or interest of the learner. Compass Odyssey serves as technological support and students are involved in this skills based program as determined by their classroom teacher. A technical assistant provides support for this program and students advance at their own pace.

Writing also serves as a strong connection to our literacy emphasis with non-fiction as well as fiction pieces being created and shared. Mini-writing lessons and writer's workshop are in place to support

literacy and the total content of language arts. Published pieces are celebrated and displayed throughout the school.

We feel reading is foundational for learning and spend a large block of instructional time to support this initiative. Fourth grade teachers are connecting language arts and social studies during the school day allowing for more instructional time and are able to provide time for project- based learning activities.

Self selected reading with conferences is encouraged so students can not only read on their own level, but select books of interest as well. Teachers conference with students to ensure comprehension and fluency.

3. Mathematics:

As stated earlier, textbooks are primarily used as a resource. Within our adoption, we have a textbook component and an investigation hands-on component. Most teachers blend these two resources with Math Their Way, Box It Bag It and teacher made resources to deliver math curriculum. Our primary goal is, once again, to get students to the application level in being able to apply math concepts on a daily basis. Math is delivered via tiered lessons, students are pre-assessed, grouped and then activities are designed for each group. Fourth graders are homogeneously grouped for math, however all other grades provide math curriculum within the self-contained classroom environment. We also encourage writing in math and most students keep a math journal where they are involved in explaining and defending their answers. Critical and high level thinking is encouraged and math concepts are reviewed daily by each class through daily math calendar activities.

A prime example of applying math standards in a real world situation is an economics unit involving third grade FES students. Within this unit of study, students design and produce products, advertise and then sell these products to fellow students and parents. Pricing, understanding money, making change, supply and demand and consumer savvy is experienced. Daily math calendar activities also involve students in practical, real world applications. Odd, even, elapsed time, money, patterns, climate, incredible equations, and problem of the day are experienced by all students at FES on a daily basis. This activity is delivered in an informal, whole group setting with a high level of student participation.

4. Instructional Methods:

Franklin Elementary has a total of 23 classrooms and a team per grade level. Within those teams, a variety of configurations exist. Kindergarten students are assessed with one classroom housing those students who need extra literacy and math support. A full-time assistant has been provided. Also, a Pre-First classroom for those students who are academically on target but need another year for maturity is provided. First, second and third grade classes are self-contained with teachers providing lessons and learning activities for the individual learner, fourth grade classrooms are homogeneously grouped for math. Two of our classrooms are multi-age, affording the learner another optional learning community. We have a 1-2 multi-age classroom and a 2-3 multi-age classroom. Both classrooms are diverse.

Each classroom at Franklin Elementary School focuses on meeting the needs of each learner. A toolbox of strategies and techniques are implemented and designed. Title I, Special Education, and ELL provide support in both the collaborative and pull-out settings for those students who qualify. Interact Units are prevalent and integrating content areas provide high levels of achievement. Curriculum is delivered in an engaging real world atmosphere focusing on connections to prior knowledge, so a high level of understanding and application will occur. Teachers provide a multitude of activities on an application level; we feel the application level affords students a foundation for learning. Non-academic and academic learning centers are a daily event for a majority of students at FES.

A variety of strategies are in existence in each and every classroom. Textbooks are considered resources and a plethora of materials, both print and manipulative, have been purchased for each teacher as has been requested.

Risk taking and stepping “out of the box” are encouraged and affirmed at FES. Teachers have created and blended many different techniques, some of these have not been as successful as others, however, we build on successes, learn from mistakes and rise to the challenge of excellence.

5. Professional Development:

Five years ago, the FES PTO purchased a set of Best Practice New Standards for Teaching and Learning in America’s Schools by Steven Zemelman, Harvey Daniels and Arthur Hyde. Each teacher received a personal copy and for one year we were involved in an intense study of the elements and suggestions of this book. A paradigm shift began, slowly for some, quicker for others and new practices began to emerge in classrooms. More hands on learning, more integration of curriculum and more connections to the real world were evidenced. Thus, our metamorphosis began. As teachers discovered conferences for which they felt a need, funds were available and the administration supported their choice.

Within the next years, the district began a focus on poverty training sensitivity and differentiation of instruction which also enhanced our administration, classroom teacher and student performance.

Professional development for this faculty is done quite often in small doses during team meetings or on early release days. Professional articles are discussed, Differentiation in Practice by Carol Ann Tomlinson. Non-Fiction Strategies That Work by Stephanie Harvey and Anne Goudvis are among other sources serving as the basis for PD. We feel that job embedded professional development is the most beneficial and is the catalyst for the greatest depth of change. A constant sharing of new strategies learned as teachers teach teachers, is also most prevalent.

Constantly, research-based ideas and strategies are placed before the faculty. As a school, we are members of NCTM and the administration shares pertinent and revealing articles from various professional magazines. FES is a community of learners, growing and developing together to provide a developmentally appropriate environment for all of our students.

PART VII- ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 3 Test TCAP/AT (TerraNova)

Publisher CTB McGraw Hill

Edition/Publication Year	P/2005	O/2004	N/2003
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% Proficient or Advanced	96	90	89
% Advanced	66	51	28
Number of students tested	53	76	64
Percent of total students tested	100	100	100
SUBGROUP SCORES			
1. White			
% Proficient or Advanced	100	96	94
% Advanced	76	63	33
Number of students tested	38	51	46
2. African American			
% Proficient or Advanced	80	78	73
% Advanced	30	22	20
Number of students tested	10	18	15
3. Economically Disadvantaged			
% Proficient or Advanced	92	84	83
% Advanced	50	40	13
Number of students tested	26	24	24
STATE SCORES			
% Proficient or Advanced	91	84	79
% Advanced	42	34	31
SUBGROUP SCORES			
1. White			
% Proficient or Advanced	90	87	86
% Advanced	50	45	38
2. African American			
% Proficient or Advanced	73	66	63
% Advanced	23	17	11
3. Economically Disadvantaged			
% Proficient or Advanced	78	72	69
% Advanced	28	23	16

STATE CRITERION-REFERENCED TESTS

Subject Reading/Language Arts Grade 3 Test TCAP/AT (TerraNova)

Publisher CTB McGraw Hill

Edition/Publication Year	P/2005	O/2004	N/2003
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% Proficient or Advanced	100	94	83
% Advanced	66	52	35
Number of students tested	53	76	64
Percent of total students tested	100	100	100
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. White			
% Proficient or Advanced	100	94	91
% Advanced	76	61	42
Number of students tested	38	51	46
2. African American			
% Proficient or Advanced	100	89	67
% Advanced	30	22	13
Number of students tested	10	18	15
3. Economically Disadvantaged			
% Proficient or Advanced	100	84	58
% Advanced	54	45	17
Number of students tested	26	24	24
STATE SCORES			
% Proficient or Advanced	91	84	80
% Advanced	42	34	31
SUBGROUP SCORES			
1. White			
% Proficient or Advanced	94	88	87
% Advanced	48	40	37
2. African American			
% Proficient or Advanced	85	74	73
% Advanced	25	18	16
3. Economically Disadvantaged			
% Proficient or Advanced	87	77	74
% Advanced	28	20	18

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 4 Test TCAP/AT (TerraNova)

Publisher CTB McGraw Hill

Edition/Publication Year	P/2005	O/2004	N/2003
	2004-2005	2003-2004	2002-2003
Testing month	April	April	
SCHOOL SCORES			
% Proficient or Advanced	95	94	
% Advanced	51	32	
Number of students tested	81	77	
Percent of total students tested	100	100	
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. White			
% Proficient or Advanced	98	95	
% Advanced	67	36	
Number of students tested	46	56	
2. African American			
% Proficient or Advanced	94	87	
% Advanced	7	27	
Number of students tested	16	15	
3. Economically Disadvantaged			
% Proficient or Advanced	92	100	
% Advanced	38	17	
Number of students tested	24	30	
STATE SCORES			
% Proficient or Advanced	87	80	
% Advanced	33	28	
SUBGROUP SCORES			
1. White			
% Proficient or Advanced	91	86	
% Advanced	40	34	
2. African American			
% Proficient or Advanced	76	65	
% Advanced	15	11	
3. Economically Disadvantaged			
% Proficient or Advanced	80	70	
% Advanced	20	15	

* **NOTE:** Three years of CRT data does not exist for the fourth grade comparison. Criterion Referenced Tests and Scores were not available from the State for fourth grade students until the 2003-2004 school year. Only NRT Scores are available for 2003 and these would not serve for comparison.

STATE CRITERION-REFERENCED TESTS

Subject Reading/Language Arts Grade 4 Test TCAP/AT (TerraNova)

Publisher CTB McGraw Hill

Edition/Publication Year	P/2005	O/2004	N/2003
	2004-2005	2003-2004	2002-2003
Testing month	April	April	
SCHOOL SCORES			
% Proficient or Advanced	95	92	
% Advanced	53	36	
Number of students tested	81	77	
Percent of total students tested	100	100	
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. White			
% Proficient or Advanced	96	96	
% Advanced	71	42	
Number of students tested	45	56	
2. African American			
% Proficient or Advanced	88	87	
% Advanced	13	20	
Number of students tested	16	15	
3. Economically Disadvantaged			
% Proficient or Advanced	90	53	
% Advanced	33	23	
Number of students tested	21	30	
STATE SCORES			
% Proficient or Advanced	88	81	
% Advanced	53	31	
SUBGROUP SCORES			
1. White			
% Proficient or Advanced	92	86	
% Advanced	41	37	
2. African American			
% Proficient or Advanced	78	68	
% Advanced	16	15	
3. Economically Disadvantaged			
% Proficient or Advanced	81	71	
% Advanced	20	17	

* **NOTE:** Three years of CRT data does not exist for the fourth grade comparison. Criterion Referenced Tests and Scores were not available from the State for fourth grade students until the 2003-2004 school year. Only NRT Scores are available for 2003 and these would not serve for comparison.