

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal: Mr. Bruce Lay

Official School Name: Jefferson Middle School

School Mailing Address: 200 Fairbanks Road

City, State, Zip Code: Oak Ridge, Tennessee 37830-7030

County: Anderson

State School Code Number: 25

Telephone: (865)425-9301 Fax: (865)425-9339

Web site/URL: <http://jms.ortn.edu> E-mail: blay@ortn.edu

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. Thomas Bailey

District Name: Oak Ridge Schools Telephone: (865)425-9001

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 _____

School Board Chairperson: Mr. John Smith

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.

(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 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 2006-2007 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 2001 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

DISTRICT

1. Number of schools in the district:
 - 4 Elementary schools
 - 2 Middle schools
 - 1 High school
 - 1 Other

8 TOTAL

2. District Per Pupil Expenditure: \$10,153

- Average State Per Pupil Expenditure: \$7,469

SCHOOL

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. Number of years the principal has been in his position at this school: 6

5. Number of students:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	91	85	176
K				8	89	84	173
1				9			
2				10			
3				11			
4				12			
5	80	70	150	Other			
6	91	64	155				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							654

6. Racial/ethnic composition of the school: 76 % White
16 % Black or African American
4 % Hispanic or Latino
4 % Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total
7. Student turnover, or mobility rate, during the past year: 11%
8. Limited English Proficient students in the school: .4 %
3 Total Number Limited English Proficient
Number of languages represented: 3
Specify languages: Spanish, Korean and Chinese
9. Students eligible for free/reduced-priced meals: 27%
Total number students who qualify: 178
10. Students receiving special education services: 13%
86 Students Total

Number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act:

- 5: Autism
- 21: Other Health Impaired
- 36: Specific Learning Disability
- 5: Emotional Disturbance
- 14: Speech or Language Impairment
- 5: Mental Retardation

11. Number of Staff:

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	
Classroom teachers	41	4
Special resource teachers/specialists	10	1
Paraprofessionals	NA	
Support staff	19	
Total number	72	5

12. Average school student-classroom teacher ratio: 15:1

13. Attendance patterns of teachers and students as a percentage:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	95%	95%	96%
Daily teacher attendance *	97%	95%	95%	97%	97%
Teacher turnover rate **	14%	12%	7%	10%	9%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

- * In the two lowest years for teacher attendance, one teacher was out for an entire year, another for half of a year and a third teacher was out for more than two months, all due to illness.
- ** Teacher turnover in recent years has been fueled by no single factor. Retirement has been the primary reason for teacher departures, though others have left for opportunities outside of public education, some have transferred within the school system and one teacher contracted cancer and died.

PART III - SUMMARY

Jefferson Middle School is located in Oak Ridge, Tennessee, in the Appalachian Mountains in eastern Tennessee. It serves approximately 650 students in grades five through eight. It has two elementary feeder schools and is one of two middle schools in Oak Ridge, each of which feeds the single high school in the district.

Oak Ridge, Tennessee is a city of just over 25,000, founded by the federal government in 1942 for the development of nuclear weapons. As a city founded expressly for scientific research and development, its initial population was a very educated group. At one time it was believed Oak Ridge had more Ph.D.s per capita than any other city in the world. This highly educated population demanded that the school system be academically rigorous, as well as superior in other areas such as the arts, and in a willingness to pay for programs, staff and facilities which would promote excellence. This tradition has continued.

The current Jefferson Middle School moved to its present site in 1968. The student body consisted of grades seven through nine and the school, accordingly, was named Jefferson Junior High. In 1985 sixth grade was added and in 1994 ninth grade was moved to the high school simultaneously with the arrival of the fifth grade, creating the alignment seen today and changing the structure and hence the name to Jefferson Middle School. At this time the school adopted a middle school model which included academic teams at each grade level designed to foster a sense of belonging to a smaller, more personal group and to encourage cross-curricular coordination of classes in terms of both student work load and content.

The student population is predominantly white (76%), though there is a significant mixture of African-American (16%) and Asian (4%) populations as well as a growing Hispanic (4%) population. The number of students who are eligible for free and reduced lunch has increased in recent years to its current level of 27%. The school, as a result of a large number of local technical industries, continues to draw well educated families from around the nation and world. In recent years, it has also increasingly drawn from surrounding areas, which include families from a lower socio-economic and educational background. Additionally, an increasing Hispanic population has impacted the schools as has the continuing migration from New Orleans and the gulf coast as a result of Hurricane Katrina and its aftermath.

The staff of Jefferson is guided by a mission statement that includes a belief that our job is to promote the development of responsible, independent, and educated citizens in a challenging, yet supportive learning environment. This fundamental principle has been consistently applied as Jefferson has encouraged its students to pursue a rigorous academic program, while including their families and the community in a collaborative effort. Athletics, vocational education and the arts as well as development of social skills critical to success are emphasized alongside core academics. A strong ethical base and a sense of ownership in one's own learning are also underscored. The staff recognizes not only the reality of diversity among co-workers and students, but the value that diversity adds to the educational experience. A collegial atmosphere and a positive learning environment are promoted through a safe and orderly school with an aesthetically welcoming physical environment.

The result of this philosophy, combined with strong community support and a highly competent and committed staff and hard work on the part of students is a very high level of achievement in a widely divergent range of arenas. Students from Jefferson have been repeatedly recognized for excellence in regional competitions in art, basketball, creative writing, volleyball, math, technology, orchestra, spelling, geography, chess and band. Students have been recognized nationally in art, math, Spanish, French and academic achievement. Perhaps as important, students at Jefferson complete numerous public service projects throughout the year, collecting food, books, gifts at Christmas and money for worthy causes.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Jefferson Middle School participates in the Tennessee Comprehensive Assessment Program or TCAP (<http://www.state.tn.us/education/assessment/tsach03nproflvl.shtml>). The state develops the instruments used to measure student performance and determines cut off levels to be designated proficient and advanced. Student performance on these instruments is used to develop a system-wide report card (<http://www.k-12.state.tn.us/rptcrd06/system.asp?S=012>) and a report card for the individual school (<http://www.k-12.state.tn.us/rptcrd06/school1.asp?S=0120025>).

In developing the test, the state has determined that Reading/Language arts questions will cover content, meaning, vocabulary, writing/organization, writing/process, grammar/conventions, and techniques and skills. The areas remain the same throughout all grade levels while the difficulty of the questions increases. The state reports that proficient students will generally answer a minimum of 22% to 43% of these questions correctly, while students with a minimum of 41% to 60% correct answers will be determined to be advanced. The specific levels vary by grade level.

The state determined that in the area of mathematics, the questions will cover number and operations, algebraic thinking, real world problem solving, data analysis and probability, measurement and geometry. The state reports that proficient students will answer correctly a minimum of 34% to 61% of these questions, while students with 58% to 91% correct answers will be determined to be advanced. The specific levels vary by grade level and content area.

Jefferson Middle School far exceeds minimum standards on virtually every category at every grade level among every subgroup (<http://www.k-12.state.tn.us/rptcrd06/school1.asp?S=0120025>). The state of Tennessee awards a letter grade, from “A” to “F” for math, reading/language, social studies and science. While the state average is “B” in the first two categories and a “C” in the latter two categories, Jefferson is routinely awarded an “A” for “exemplary” achievement in every category.

In the areas of math and reading/language arts, Jefferson students have a very high rate of meeting or exceeding the state’s definition of proficient. The percentage of the overall student body exceeding state standards is over 50% in every category at every grade level. The percentage of students who meet or exceed the state definition of proficiency in each area at every grade level is 94% to 97%. This means that, as a group, only 3% to 6% of the students at Jefferson do not achieve proficiency in these areas.

There are three overlapping subgroups as defined by NCLB legislation whose populations make up a significant number of the student body at Jefferson. These include Economically Disadvantaged (27%), Black, Non-Hispanic (16%) and Special Education students (13%). While the performance of each of these subgroups is lower than the larger population, the achievement levels remain very high.

Among the Economically Disadvantaged group, the reading and math scores across all grade levels indicate that between 88% and 100% meet or exceed state standards on the most recent tests. Among the Black, non-Hispanic, population, 82% to 96% meet or exceed state standards. Finally, Special Education students, while they are the lowest scoring of the sub-groups, have also achieved at a high level, with proficiency rates on the most recent reading and math tests across the grade levels ranging from 59% to 92% and averaging 75%. The test scores for special education students partially reflect the fact that a component of eligibility for inclusion in this group is a lag in performance.

2. **Using Assessment Results:** Student assessment is an integral component in any evaluation of pedagogy. Most often this comes in the non-standardized testing of student knowledge via teacher developed instruments. Teachers at Jefferson constantly re-evaluate their methods of teaching based on

the information they receive from such assessments. Additionally, teachers meet routinely to discuss student performance with other academic teachers in order to better understand a particular student's difficulty. Subject specific meetings are also held to discuss assessment information with colleagues from across grade levels to make certain the curriculum is consistent, comprehensive and appropriate developmentally.

Standardized test results are used to engender staff discussion, including the possible alteration of structures or teaching methods. As an example, when subtests revealed a relative weakness in reading among students, an additional systematic program including reading aloud, silently and both were instituted in study classes school-wide. Groups of subject area teachers target skills revealed by the standardized tests as presenting a greater level of difficulty for our students. Some teachers have requested the school psychologist reformulate test results into a format more directly related to classroom instruction.

Special Education teachers within our school work with regular classroom teachers to help them develop and become proficient in strategies that not only help main-streamed special education students, but that benefit all students and address particular deficiencies revealed on mandated testing results.

Beginning each academic year, the principal systematically meets with teachers regarding test results for their current students, in academic teams, special area groups and with individual teachers. Particular students are targeted for additional help and teachers, seeing common weaknesses, allow more time for particular skills or alter their instruction for those skills. Teachers offer additional help to students before and after school, and often the students targeted by assessment results are encouraged or required to attend those sessions.

3. Communicating Assessment Results: Communicating student performance has always been a priority at Jefferson Middle School and has received particular attention in recent years due to the advent of technology allowing parents and students greater and more timely access to the information.

Routine information regarding student performance is communicated through several traditional methods. Teachers are encouraged to and often call parents regarding concerns or changes in student performance. Parents are encouraged to contact teachers for conferences and all teachers have a set time during the day when all four academic teachers could meet with a parent. Additionally, there are parent conference days in which teachers actively solicit particular parents to come to the school to discuss their child's progress. Report cards are sent home via students once each nine weeks, but a progress report which is identical to the report card is sent home at the half-way point during each quarterly grading period. If students are not passing a core class at the mid-term, a notice is also mailed home. When reports are going home a special announcement is posted on the webpage and on the marquee in front of the school.

The addition of technology has dramatically shifted parent contact and the reporting of assessments or student performance. E-mail is now heavily used by teachers in daily communication with parents. All teacher e-mail addresses are available on the school website and many of the academic teams collect e-mail addresses from parents at the beginning of the year. Teachers now maintain individual websites that give additional information and all test, quiz and homework grades are posted each week to K-12 Planet which is a software program allowing students and parents continual, password protected access to their grades as they are assigned.

Individual standardized test results are distributed directly to students when they are received by the school. Parents are alerted to expect them by the school's website and marquee. The aggregate results are made available on both the district and state websites. Local papers also report comparative data for the region's schools.

4. **Sharing Success:** The staff of Jefferson Middle School understands the importance of sharing professional successes with other teachers, while at the same time appreciating what they might learn from others. The Oak Ridge Schools has provided a regular forum for teachers to meet across the system to discuss such successes. Jefferson teachers are active participants in these exchanges both by grade-level and content area.

Within the district, teachers also actively establish seminars and in-service sessions to discuss successful strategies or approaches. One teacher presented strategies for using teacher websites as instructional tools to other schools in the district. Another teacher presented at a system-wide meeting on the use of LCD projectors and Power Point as an instructional tool. Numerous training sessions have been conducted by our technology trainer regarding K-12 Planet software and other technology successes in our school. Staff members will soon give a presentation regarding online safety for students designed to help teachers and parents respond to this growing concern.

Teachers also present to state and national conferences. Members of the Technology Student Association (TSA) team presented a unit to teachers at a national TSA conference. A presentation was made by a member of our music department at both a state and national conference. The Jefferson Art teacher presented at the National Art Education Association Convention after winning the National Middle Level art educator award, discussing the art program at Jefferson with an emphasis on the Artist-in Residence program and advocacy strategies including billboards picturing student artwork and permanent art displays in community buildings.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum Summary: The curriculum at Jefferson Middle School is designed to meet the needs of all students. Students needing extra support access that help in the form of special education classes and remedial reading taught by a reading specialist at every grade level. Students in a general curriculum are encouraged to meet demanding requirements and expectations. Students with special talents and abilities are offered opportunities to excel through advanced and supplemental classes as well as competitive teams and clubs after school.

The curriculum for the fifth grade includes language arts, mathematics, reading, science and social studies. Advanced classes are offered in mathematics. Students receive instruction for a portion of the year in art, computer keyboarding, general music and word etymology. Physical education is required for all students on an alternating day schedule with these courses. Students may also take, as part of their academic day, band or orchestra for a full year. Currently forty-eight fifth grade students (32%) take band, while forty (27%) take orchestra.

The sixth grade curriculum includes language arts, mathematics, reading, science and social studies. Advanced classes are offered in mathematics. Students receive instruction for a portion of the year in art, music, teen living and technology. Physical education is required for all students on an alternating day schedule with these courses. Students may also take, as part of their academic day, band or orchestra for a full year. Currently forty-two sixth grade students (27%) take band while thirty-seven (24%) take orchestra.

The seventh grade curriculum includes English, mathematics, science and social studies. Advanced classes are offered in English and mathematics, with some math students beginning algebra. Students receive instruction for half the year in art and music, which alternates for all students with physical education. Most students begin foreign language instruction in Spanish (currently ninety-four students – 53%) or French (currently twenty students – 11%). Approximately half continue or begin music instruction in the form of band (currently 35 students – 20%), orchestra (currently 31 students – 17%) or chorus (currently 22 students – 13%). Each of the foreign language and music classes are hour-long, full year courses. Still others pursue technology related courses.

The eighth grade curriculum includes English, mathematics, science and social studies. Advanced classes are offered in English and mathematics, with many beginning algebra and some beginning geometry. Students receive instruction for half the year in computer applications and a quarter of the year in teen living and foundations of technology, each of which alternates for all students with physical education. Many students continue foreign language instruction in Spanish (currently forty-six students – 27%) or French (currently eighteen students – 10%). Approximately half continue or begin music in the form of band (currently 22 students – 13%), orchestra (currently 39 students – 23%) or chorus (currently 29 students – 17%). Each of the foreign language and music classes are hour-long, full year courses. A full-year art course is offered, with approximately one third selecting this option. Still others pursue technology related courses.

2b. English Curriculum: In the fifth grade, students receive one hour each of reading instruction and language arts instruction daily. During reading instruction, students learn specific reading skills, work on vocabulary activities, and are introduced to a variety of reading materials. Book studies and the Accelerated Reader program may be included. In language arts, the curriculum includes speaking, writing, and listening. Students study parts of speech, proper usage, and mechanics and engage in various types of writing, including a research paper.

Sixth grade students, similarly, have an hour of instruction each day in both reading and language arts. In reading, students continue to work on vocabulary and specific reading skills, while discovering new works of literature. Writing in response to reading is an important component of the class. The language arts curriculum involves speaking, writing, and listening. Students study parts of speech, proper usage, and mechanics, including capitalization, punctuation, and proper spelling. Students progress from writing sentences to writing extended forms of composition.

Seventh grade curriculum centers on the study of grammar, literature, and composition. Students engage in a formal, sequential study of traditional grammar and read a range of literature in order to improve comprehension, develop their vocabularies, and encourage their appreciation of superior writing. Students write narrative, descriptive, and expository essays. Students placed in advanced English proceed at an accelerated pace and have more rigorous expectations in writing, vocabulary, and reading.

Eighth grade students in English focus on writing and vocabulary development in conjunction with the study of short stories, poetry, and the novel. The major goal in writing is the effective planning and development of single and multi-paragraph papers. Grammar principles are reviewed and refined. Students placed in advanced English proceed at an accelerated pace and have more rigorous expectations in writing, vocabulary, and reading.

Students needing additional support in either reading or English may be served, if eligible, in special education classes at each grade level. Additionally, a full-time reading specialist teaches courses for each grade level individually tailoring instruction to emphasize comprehension, vocabulary development, and word attack skills. The reading program is intended to foster a positive attitude toward reading.

Students who excel in language arts are encouraged to join an after-school book club or the Creative Writing club which is also offered after school each week.

3. Additional Curriculum Area (Social Studies): Students at Jefferson have a full hour of daily instruction in social studies from grades five through eight. The focus shifts between their state and country and the rest of the world, at large. Fifth grade students are given a background in the history and geography of the state of Tennessee and the United States. In sixth grade, the emphasis shifts to the larger world, focusing on map and globe skills, ancient civilizations, the Middle Ages, current events, and nations of the world. Students gain a broader awareness of the world through studying the cultures of different nations.

Seventh and eighth grade repeat the cycle in reverse, while taking students to a deeper understanding of the concepts and issues involved. In the seventh grade, world regions are studied with an emphasis on locations, culture, ethnic groups, landforms, climate, current events and international issues, while including an emphasis on Tennessee geography. Students research, design and present a number of projects culminating with the International Fair in May.

Eighth grade students focus on American history. Major units of study include Native American cultures, European exploration, colonization, the American Revolution, the Constitution and the Bill of Rights, the Early National Period, Westward Expansion, Slavery and the Civil War and Reconstruction, Industrial Expansion, and early 20th century topics. The history and development of Tennessee are also explored. The course includes research projects, presentations, lecture, debates, role-play, map-study and discussion of current events, each with an emphasis on developing students' critical thinking skills as well as their knowledge of American History. A four-day field trip to Charlottesville, Jamestown, Williamsburg, Yorktown and Petersburg, VA, focusing primarily on colonial history, takes place in early November.

Throughout the social studies curriculum, the school's mission of developing a better informed citizenry is pursued through emphasis on the ethical questions presented by history, a broad appreciation of diverse cultures and an understanding of the origins and components of our own democracy. Trips and other experiences are designed to challenge and complicate student thinking.

4. **Instructional Methods:** In many ways, the Jefferson staff emphasizes a traditional model of instruction, with lecture and discussion an apparent central feature of the classroom experience. Teachers are particularly protective of their instructional time and a committed effort on the part of secretaries, administrators and support staff respects the need for uninterrupted quality time in the classroom. Extending the traditional structure, research is given a strong place in instruction for every grade level. In fifth grade, students are introduced to the library and print resources, as well as databases and online resources and the use of these is expanded and deepened throughout the students' time at Jefferson. Finally, both homework and organization are stressed by teachers across the school and all students are required to utilize a planner.

Technology has impacted the delivery of information. Many teachers continue to utilize overhead projectors, whiteboards and traditional videos, but increasingly teachers are also presenting information via Power Point presentations through LCD projectors or connected televisions, streaming video, electronic Interactive Whiteboards, and WebQuests. Students are expected to master the same technology and demonstrate competence in their usage. Increasingly, students are given electronic templates as guides for projects and are submitting those via the Internet.

Instruction also takes the form of trips and direct experience. Students travel to caverns in the fifth grade, the state capitol in the sixth grade and take an extensive four day trip in the eighth grade to historic sites in Virginia, including Monticello, Jamestown, Yorktown and Williamsburg. Students also visit the surrounding mountains for day and over-night trips to study ecology and history. Additionally, students travel to art exhibits and events such as plays and international dance and dramatic presentations in Knoxville, Atlanta, Asheville and other cities in our region.

Teachers emphasize direct experience through contact with primary source data, encouraging students to think critically to reach their own conclusions. Additionally, students have contact with nationally known authors, such as Jack Gantos, Kimberly Willis Holt, Susan Tolan, Donna Jo Napoli and others who travel to the school to speak to and interact with the young persons directly. A longer-term, residence program has also been employed to have artists work with students for extended periods of time during a school year.

5. **Professional Development:** There are different components to the professional development program in the Oak Ridge Schools. All teachers are required during the course of each academic year to complete a minimum of thirty hours of training or development outside the hours of responsibility for students; however many teachers go far beyond these requirements because of their deep interest in and commitment to their profession.

One component within the thirty hours is opportunities offered within the system. All certificated staff participates in a session at the beginning of the year. Nationally known speakers cover topics ranging from understanding differing learning styles, to utilizing instructional technology in innovative ways to a re-focus on children with special emotional or educational needs. This is followed by sessions through the course of the school year focusing on such areas as curriculum development, teaching techniques, classroom control and more extensive information on specific learning problems. Some of these are system-wide and some are developed at the school level to meet more specific needs perceived by the staff. The total of these types of hours may reach as much as twenty-four of the required thirty hours.

Teachers are also required to find a minimum of six hours of training or instruction outside the system. These generally consist of opportunities specific to the subject area of the teacher and focus on expanding their expertise in their field of study. In this component, specifically, teachers often far exceed the hours required simply due to their own passion centering on their subject matter.

Most teachers at Jefferson have advanced degrees, while others have extensive post-graduate study, bringing a high level of knowledge and commitment to their field. A high level of knowledge and dedication to their subject, combined with ongoing professional development produces a classroom environment in which the teachers' enthusiasm becomes contagious, resulting in a true culture of achievement in which most students at Jefferson Middle School genuinely want to learn and apply themselves accordingly.

PART VII - ASSESSMENT RESULTS

Table 1
 Jefferson Middle School
 Grade: 5th Reading/Language Arts
 Publisher: McGraw Hill
 Edition: 1997
 Test: TCAP

	2005 – 2006	2004 – 2005	2003 – 2004
Testing Month	April	April	April
SCHOOL SCORES			
% Proficient plus Advanced	97	94	96
% Advanced	57	55	50
Number of students tested	150	163	152
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Proficient plus Advanced	90	87	90
% Advanced	15	24	11
Number of students tested	48	45	30
2. Black, not of Hispanic			
% Proficient plus Advanced	96	81	81
% Advanced	28	25	15
Number of students tested	25	16	20
3. Special Education			
% Proficient plus Advanced	76	63	79
% Advanced	6	6	8
Number of students tested	17	16	15

Table 2
 Jefferson Middle School
 Grade: 5th Mathematics
 Publisher: McGraw Hill
 Edition: 1997
 Test: TCAP

	2005 – 2006	2004 – 2005	2003 – 2004
Testing Month	April	April	April
SCHOOL SCORES			
% Proficient plus Advanced	97	98	94
% Advanced	69	55	54
Number of students tested	150	162	153
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Proficient plus Advanced	94	96	83
% Advanced	51	29	12
Number of students tested	47	45	31
2. Black, not of Hispanic			
% Proficient plus Advanced	96	100	70
% Advanced	44	19	27
Number of students tested	25	16	20
3. Special Education			
% Proficient plus Advanced	69	73	65
% Advanced	6	7	13
Number of students tested	16	15	15

Table 3
 Jefferson Middle School
 Grade: 6th Reading/Language Arts
 Publisher: McGraw Hill
 Edition: 1997
 Test: TCAP

	2005 – 2006	2004 – 2005	2003 – 2004
Testing Month	April	April	April
SCHOOL SCORES			
% Proficient plus Advanced	95	98	92
% Advanced	58	61	56
Number of students tested	172	147	169
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Proficient plus Advanced	88	97	73
% Advanced	38	27	25
Number of students tested	48	37	37
2. Black, not of Hispanic			
% Proficient plus Advanced	86	100	65
% Advanced	14	33	24
Number of students tested	22	15	24
3. Special Education			
% Proficient plus Advanced	77	87	54
% Advanced	9	13	9
Number of students tested	22	15	15

Table 4
 Jefferson Middle School
 Grade: 6th Mathematics
 Publisher: McGraw Hill
 Edition: 1997
 Test: TCAP

	2005 – 2006	2004 – 2005	2003 – 2004
Testing Month	April	April	April
SCHOOL SCORES			
% Proficient plus Advanced	94	96	89
% Advanced	55	58	49
Number of students tested	172	147	172
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Proficient plus Advanced	88	89	61
% Advanced	35	30	13
Number of students tested	48	37	38
2. Black, not of Hispanic			
% Proficient plus Advanced	82	93	53
% Advanced	14	47	21
Number of students tested	22	15	26
3. Special Education			
% Proficient plus Advanced	59	80	46
% Advanced	9	13	6
Number of students tested	22	15	16

Table 5
 Jefferson Middle School
 Grade: 7th Reading/Language Arts
 Publisher: McGraw Hill
 Edition: 1997
 Test: TCAP

	2005 – 2006	2004 – 2005	2003 – 2004
Testing Month	April	April	April
SCHOOL SCORES			
% Proficient plus Advanced	96	95	89
% Advanced	54	57	50
Number of students tested	164	188	184
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Proficient plus Advanced	93	85	75
% Advanced	32	33	15
Number of students tested	44	48	39
2. Black, not of Hispanic			
% Proficient plus Advanced	95	85	76
% Advanced	24	22	11
Number of students tested	21	27	18
3. Special Education			
% Proficient plus Advanced	92	76	57
% Advanced	8	6	8
Number of students tested	13	17	23

Table 6
 Jefferson Middle School
 Grade: 7th Mathematics
 Publisher: McGraw Hill
 Edition: 1997
 Test: TCAP

	2005 – 2006	2004 – 2005	2003 – 2004
Testing Month	April	April	April
SCHOOL SCORES			
% Proficient plus Advanced	96	94	85
% Advanced	54	53	47
Number of students tested	164	189	184
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Proficient plus Advanced	91	84	66
% Advanced	34	20	15
Number of students tested	44	49	39
2. Black, not of Hispanic			
% Proficient plus Advanced	90	89	70
% Advanced	24	30	7
Number of students tested	21	27	18
3. Special Education			
% Proficient plus Advanced	69	63	39
% Advanced	0	6	2
Number of students tested	13	16	23

Table 7
 Jefferson Middle School
 Grade: 8th Reading/Language Arts
 Publisher: McGraw Hill
 Edition: 1997
 Test: TCAP

	2005 – 2006	2004 – 2005	2003 – 2004
Testing Month	April	April	April
SCHOOL SCORES			
% Proficient plus Advanced	97	93	94
% Advanced	61	61	62
Number of students tested	201	182	159
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Proficient plus Advanced	100	76	88
% Advanced	25	33	18
Number of students tested	44	33	17
2. Black, not of Hispanic			
% Proficient plus Advanced	88	79	68
% Advanced	23	29	27
Number of students tested	26	14	15
3. Special Education			
% Proficient plus Advanced	79	65	60
% Advanced	14	5	4
Number of students tested	14	20	15

Table 8
 Jefferson Middle School
 Grade: 8th Mathematics
 Publisher: McGraw Hill
 Edition: 1997
 Test: TCAP

	2005 – 2006	2004 – 2005	2003 – 2004
Testing Month	April	April	April
SCHOOL SCORES			
% Proficient plus Advanced	96	92	93
% Advanced	60	61	61
Number of students tested	199	185	158
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% Proficient plus Advanced	91	69	83
% Advanced	30	26	12
Number of students tested	44	35	17
2. Black, not of Hispanic			
% Proficient plus Advanced	88	79	73
% Advanced	27	36	13
Number of students tested	26	14	15
3. Special Education			
% Proficient plus Advanced	79	57	37
% Advanced	14	0	1
Number of students tested	14	21	15