

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Bert Coker

Official School Name: Tunnel Hill Elementary School

School Mailing Address:  
203 E School St  
Tunnel Hill, GA 30755-9719

County: Whitfield State School Code Number\*: 3052/755

Telephone: (706) 673-4550 Fax: (706) 673-4956

Web site/URL: http://www.whitfield.k12.ga.us/the/ E-mail: bcoker@whitfield.k12.ga.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Katie Brochu

District Name: Whitfield County Schools Tel: (706) 278-8070

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Jerry Nealy

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- |           |                     |
|-----------|---------------------|
| 12        | Elementary schools  |
| 5         | Middle schools      |
| 0         | Junior high schools |
| 2         | High schools        |
| 1         | Other               |
| <b>20</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 7798

Average State Per Pupil Expenditure: 5643

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

9 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	0		0	7			0
K	27	33	60	8			0
1	30	30	60	9			0
2	27	30	57	10			0
3	22	27	49	11			0
4	29	28	57	12			0
5	31	23	54	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							337

6. Racial/ethnic composition of the school:
- |              |   |
|--------------|---|
| 0 %          | American Indian or Alaska Native          |
| 1 %          | Asian                                     |
| 1 %          | Black or African American                 |
| 18 %         | Hispanic or Latino                        |
| 1 %          | Native Hawaiian or Other Pacific Islander |
| 78 %         | White                                     |
| 1 %          | Two or more races                         |
| <b>100 %</b> | <b>Total</b>                              |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 20 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	69
<b>(4)</b>	Total number of students in the school as of October 1.	351
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.197
<b>(6)</b>	Amount in row (5) multiplied by 100.	19.658

8. Limited English proficient students in the school: 10 %

Total number limited English proficient 34

Number of languages represented: 1

Specify languages:

Other than English, Spanish is the only other language spoken. Tunnel Hill's limited English students speak Spanish. So far the number of Hispanic students has not produced a large enough number to have a sub-group.

9. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 201

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 free and reduced-price school meals 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: 9 %

Total Number of Students Served: 29

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>12</u>	<u>3</u>
Total number	<u>45</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	96%	96%	95%
Daily teacher attendance	95%	95%	94%	96%	96%
Teacher turnover rate	12%	19%	4%	4%	28%

Please provide all explanations below.

Tunnel Hill Elementary has a low teacher turnover rate. In years with a change in staff greater than 12%, the number of retirements were higher. In 2003-2004, five teachers retired and one transferred to another position. Four staff members retired and one transferred in 2007. In 2005-2006, staff attendance was lower due to two maternity leaves and one surgery.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Tunnel Hill Elementary (THE) is located in the foothills of the Appalachian Mountains. It is a small, rural community near Dalton, Ga. Tunnel Hill is rich in Civil War history. The famous "locomotive chase" between Confederate and Union soldiers came through Tunnel Hill. We are fortunate to be situated in a community of significant historical relevance that also contributes to the students' education.

THE is one of 12 elementary schools in the Whitfield County School System. In October of 2008, total student enrollment at the school was 340, which allowed us to maintain the personal relationships and community feeling typical of one-room school houses.

Teachers take an active role in a community that fosters collaboration and enriches the educational process. The school evokes an atmosphere where parents feel at ease and volunteer often. Over 9,343 parents and community members volunteered in the 2007 school year. The combination of strong school personnel, dedicated parents, and community support make us successful.

Despite the fact that 60% of the students are considered economically disadvantaged and 10% are limited English proficient, THE has received the Title 1 Distinguished School Award for four consecutive years.

At THE, we strive to keep our focus on building relationships and on the students. This is reflected in our school's mission, vision and beliefs. During the 2007-2008 school years, THE staff collaborated and adopted the following mission, vision, and beliefs, which align with the guiding principles of the district: Tunnel Hill Elementary's mission is to guide, to engage and to prepare. Our vision is to be a trusted, respected, and vital part of the community because we put students first.

THE beliefs are:

- 1) We believe in our school district having an innovative, unified focus resulting in it being responsive to the needs of the students, parents, and community at large.
- 2) We believe that our core business is providing students with engaging, challenging, and meaningful work.
- 3) We believe that the role of the teacher is leader and designer of engaging, challenging, and meaningful learning experiences for students.
- 4) We believe that all of our personnel, parents, and other community members are vital to the education of our students whose attention and commitment must be earned.
- 5) We believe that all of our students, personnel, and parents deserve a safe, inviting, and non-threatening learning environment where they are treated with dignity and respect.

A unique feature of THE is that we utilize a collaborative decision-making model. A group of teacher leaders, support staff, and administrators comprise the school design team, which evaluates school performance and climate to suggest directions for improvement. In partnership with The Schlechty Center for Leadership in School Reform, our school utilizes the "Working on the Work" framework for school improvement which focuses on providing high quality, engaging work to students.

A key to THE's success is its team of dedicated professionals. THE has 26 teachers, all of whom are highly qualified. Of this 26, 8 teachers are National Board Certified. There are six paraprofessionals and twelve support staff who provide instructional assistance to our students. Two administrators, a media specialist, a music specialist, and a physical education teacher support our school in their special capacities. Our counselor offers classes in character education and small group intervention on issues such as coping with divorce, peer pressure, and appropriate relationships. She assists with standardized testing and the Response to Intervention (RTI) process. Teachers provide after-school tutoring for students who are at risk.

THE is a worthy recipient of the 2009 NCLB Blue Ribbon Schools Award because it uses its rich historical base, has been responsive to its changing student demographics, and is focused upon continual improvement. It is rewarding to work in an environment that places student learning first. This award affirms our goals and aspirations for students and staff.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Students in Georgia, in grades one through five, are required to take the Criterion Reference Competency Test (CRCT). Approximately 95% (95.4) of our students at Tunnel Hill Elementary successfully score above the state minimums on the CRCT. This test is administered in the content areas of Reading, English / Language Arts, and Math. Science and Social Studies are also tested in third, fourth, and fifth grades.

The CRCT is designed to measure student achievement on the Georgia Performance Standards (GPS). Assessment results identify the level of student achievement in one of three categories: Did Not Meet Standards (Level 1); Meets Standards (Level 2); or Exceeds Standards (Level 3). The three performance levels are based on a scale score with the passing score being identified as 800 in most content areas.

The following represents the scoring protocols:

Students in Level 1 who did not meet the standards scored within a range of 149 points below the cut score (e.g., 650-799 or 150-299). There is a 49 point range for students who met the standards (e.g., 800-849), and a 100 point range for students that exceeded the standards (850-950).

During the last few years, Tunnel Hill has shown an improvement in most grades and content areas.

First grade reading scores have increased in the last three years from 95% to 100% meeting or exceeding standards. Second grade reading scores have also increased from 96% to 100% meeting or exceeding standards. Third and fifth grade reading scores on the CRCT have consistently improved. There has been a noticeable increase in third grade from 87% to 97% and fifth grade from 94% to 100% meeting and exceeding on the test.

In 5th grade, the math scores increased from 90% to 100% meeting or exceeding standards.

<http://public.doe.k12.ga.us/Reporting>

### 2. **Using Assessment Results:**

The evaluation of data is at the heart of standards-based instruction. After receiving the state testing results each year, the CRCT scores are reviewed and shared with the teachers in vertical teams. While reviewing the results, teacher groups and administrators look for patterns and strands which may indicate areas of need. The information obtained from this process is reviewed in grade-level planning. A data room displays the scores in each subject area. Teachers review the data, make note areas of needing improvement, and formulate plans to better prepare our students.

For formal and informal assessments, Whitfield County Schools use Aimsweb benchmarks. Kindergarten also uses Georgia Kindergarten Inventory of Developing Skills (GKIDS). Other school measurements used are the STAR reading test and teacher-created assessments shared throughout the system.

### 3. **Communicating Assessment Results:**

Tunnel Hill Elementary communicates the performance of our school through newspaper articles, school newsletters, school and district websites, PTO meetings, and school council meetings. The performance of individual students is communicated to students and parents through a hard copy of the statewide test results and through parent/teacher conferences. The state disaggregates the scores into individual strands. These strands show how the student performed in each area. Using the disaggregated data, the teacher and parent can

determine strengths and weaknesses the student displays. Using this data, the teacher determines the areas in which he/she will present differentiated instruction to ensure each learner's success.

We share results from statewide assessments with our community members through monthly school council meetings. During these meetings there is rich conversation about how to interpret the test data. We review the data to determine patterns in the test scores.

#### **4. Sharing Success:**

Tunnel Hill Elementary meets with other elementary schools in our system to design engaging work, plans, and units that we can share. During these collaborative meetings we listen to questions posed by our colleagues. We then provide feedback on what has been successful for us in similar situations. Our "Working on the Work" framework guides us through this process. We also combine resources with other schools to provide collaborate professional development opportunities.

Collaboration is extended through the use of a Share point website which allows other schools within the system to view, revise, and share lessons that our teachers have designed.

Each school year, every grade level has four collaborative planning days for developing units with their colleagues. These engaging units stimulate student interest in the work and promote learning. The Blue Ribbon Award will affirm the success of our efforts and strengthen our resolve in the education of the individual student. The prestige associated with this award would provide new opportunities to share our successes and to receive ideas, suggestions, and feedback from other schools.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

THE's curriculum is based upon is the Georgia Performance Standards. Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work which demonstrates mastery of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills necessary to apply knowledge and problem-solve, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

The English Language Arts curriculum is designed to introduce students to core concepts that are further developed and expanded as student's progress through each grade level. This process allows students to develop the skills necessary to: 1) comprehend and interpret texts, including written as well as audio and visual texts; 2) compose a variety of texts, including those critical to the workplace; 3) effectively communicate and interact with others in group situations; and 4) effectively communicate information through different modes of presentation.

The English Language Arts curriculum integrates the processes of reading, writing, and listening/speaking/viewing in order to help students effectively communicate and interpret information in a variety of modes.

Standards for mathematics have been designed to achieve a balance among concepts, skills, and problem solving. The curriculum stresses rigorous concept development, presents realistic and relevant tasks, and keeps a strong emphasis on computational skills. At all grades, the curriculum encourages students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines.

Our science standards accentuate the importance of the scientific method and the curriculum is designed to provide students with the knowledge and skills for proficiency in science. We emphasize the crucial relationships between science, our environment, and our everyday world.

Our social studies curriculum includes content from history, geography, political science and economics. Students are provided with a basic background and critical thinking skills necessary to become effective and productive citizens. In addition to classroom instruction, we include many activities that help student's master social studies content and skills. Students participate in local, regional, and state social science Fairs and the Mock Trial program.

We offer music and physical education classes to all students. The music and physical education teachers collaborate with the regular classroom teachers to incorporate concepts from the core curriculum into their instruction.

Instruction in our school is based upon the idea that students are volunteers. Students volunteer their attention and their commitment to the information and work provided by the teacher. Engaging instruction is delivered in all content areas using the Working on the Work Framework (WOW). The framework consists of ten design qualities which are: content and substance, organization of knowledge, clear and compelling product standards, protection from adverse consequences for initial failures, product focus, affirmation, affiliation, novelty and variety, choice, and authenticity. These qualities guide teachers in designing work that is compelling and meaningful to the students. A crucial part of the WOW framework is collecting student feedback on their

individual level of engagement. When students are not engaged, teachers make every attempt to modify the lesson to increase authentic engagement for all students.

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

THE's reading curriculum is based upon the Georgia Performance Standards. We teach these standards through a multi-faceted approach using the five dimensions of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary. We believe that instruction should be differentiated to meet the literacy needs of all learners. We incorporate research-based instructional strategies such as shared reading, guided reading groups using leveled texts, timed repeated readings, echo and choral reading, literacy circles, reader's theater, word walls, and differentiated word study groups paired with decodable texts.

We use a variety of screening and diagnostic assessments. These assessments are used to drive instruction, measure student progress, and determine instructional needs. One formative screening tool we use is AIMS web. AIMS web is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. An example of a diagnostic assessment is the LEXIA CRT.

## **3. Additional Curriculum Area:**

Our mission at Tunnel Hill Elementary is "To guide, to engage, to prepare". Our math curriculum is driven by Georgia Performance Standards. We strive to build a strong foundation of essential math skills for our students by guiding them through problem solving scenarios. We encourage our students to be thinkers who work through problems and discover patterns and relationships among math concepts. Our math skills are integrated throughout the curriculum which makes math concepts more meaningful to our students.

We design math activities that are engaging and relevant to our students based on the results from student interest inventories and pre-assessments given to the students. We use a wide range of media and presentation formats to appeal to students with different learning styles. ActivBoard and web-based programs are utilized in all classrooms. Teachers design lessons which include video, interactive websites, and hands-on experiences using manipulatives. Students are given choices in the ways in which they acquire information. Students work individually and in groups. They are provided opportunities to display their work for others within the school. Also, we engage students in learning basic math facts through a program called Math Masters. Students work toward four levels of math fact fluency. When students reach each goal they are rewarded.

It is impossible to predict the job skills that the future global market will require. However, we strive to prepare our students to think, adapt and learn through mathematical situations. Essential life skills such as estimating, measuring, and managing money are taught at increasingly deeper levels throughout each grade level beginning with kindergarten and continuing through fifth grade. For example, kindergarten students learn to identify coins and name the value of each coin. Fourth grade students learn to calculate the cost of a meal, including tax and tip, and then determine the change needed.

## **4. Instructional Methods:**

As teachers, we focus on learning the distinct instructional needs of our students, known as our "who". We keep their needs, their strengths, their challenges, and their learning styles in mind as we design work uniquely for this cohort of students. We use several strategies to differentiate instruction to meet the needs of all learners. For example, during large- group-instruction activities we adjust the level of the questions to meet the student's ability or readiness level. Tiered activities (series of related tasks of varying complexity) are utilized to take into account individual needs and academic levels. Flexible grouping is another approach we use to differentiate instruction. Students are grouped according to strengths which allows for acceleration of the more capable

students. More intense instruction at a slower pace is given to students who need the extra support. Flexible grouping provides opportunities for students to work with a variety of learners at different instructional levels. Students in all sub-groups (English Language Learners, Special Education, Early Intervention Programs) receive guided reading instruction using leveled texts.

We design lessons to address the different learning styles and to ensure that each student receives instruction in a way that he/she learns best. For example, students who were learning about the American Revolution not only read the literature, but they also listened to a lecture and made tee shirts on key revolutionary figures. Each shirt contained a photograph of the person of interest and facts the students wrote about that person. We also use various assessments to determine how to differentiate instruction. Teachers differentiate by using visual aids, buddy studies, hand motions, and scaffolding instruction. These students are also supported by a co-teaching model. This consists of the classroom teacher and the specialist sharing teaching responsibilities. Regular classroom teachers and the special education teacher work collaboratively to monitor the individual educational plan (IEP) of the special needs students.

#### **5. Professional Development:**

Because the teachers at Tunnel Hill Elementary believe it is our mission to guide, to engage, and to prepare, we design professional development opportunities that support the mission. Our professional development program consists of determining our needs in relation to the Working on the Work framework (WOW). All teachers have been trained in the Working on the Work concepts which support our vision, mission, and beliefs. We collaborate with other schools in our system to meet these needs. We hire consultants from the Schlechty center to facilitate conversations about developing engaging work for our students. We design professional development opportunities where teachers come together to learn from each other. Teachers have choices in which learning sessions they would like to attend. Choices for staff development have included ActivBoard training, math strategies, teacher commentary sessions, RTI, and instructional websites.

After disaggregating test data and reviewing surveys from parents, students, teachers, and community stakeholders, we determined that math was an area of need. We hired Brenda Irwin, a math consultant, to work with our faculty on specific math strategies to improve student achievement. Other professional development courses, such as Struggling Reader, have been implemented to improve reading achievement scores.

#### **6. School Leadership:**

Leadership at Tunnel Hill Elementary consists of the principal, the assistant principal, the Design Team and the Leadership Team. The Design Team consists of volunteers from within all areas of the school. The goal of the Design Team is to know the school's direction. As a school we must know who we are and where we are going in order to meet the needs of our students. The Design Team meets to brainstorm the goals which we are trying to accomplish and to develop solutions to problems. The Leadership Team consists of the administrative team, a representative from each grade level, the counselor, and lead teachers in each content area. The Leadership Team comes together to carry out the goals that have been set by the Design Team. The Leadership Team also takes part in interviewing prospective staff members. The Design Team members are the "thinkers" while the members of the Leadership Team are the "doers".

The role of the principal and the assistant principal is to be the leaders of leaders. They see leadership as a collaborative effort rather than a top down administrative role. They participate in making decisions that are aligned with the policies and programs of the district and the school.

Our school administrators work to build strong relationships with members of the staff and community. Members of the staff feel comfortable approaching our administration with ideas, challenges, and stories of success. The administration is approachable and willing to work with others outside the school to ensure that the school is an important part of the community. For example, business partners from the community were

approached about donating funds and were more than willing to totally fund our Math Masters program. This program has been highly engaging and has helped improve our students' basic math fact fluency skills. Also, we have members from the community attend monthly school council meetings to strengthen our school/community partnerships. During these meetings there is open communication about academic successes of our students and opportunities for our school to improve. All of this is in keeping with our school vision which is "to be a trusted, respected, and vital part of the community because we put students first."

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% 'Meeting' plus % 'Exceeding' State Standards	88	96	94	97	97
% 'Exceeding' State Standards	43	49	42	64	45
Number of students tested	65	49	50	42	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% 'Meeting' plus % 'Exceeding' State Standards	84	93	90	88	87
% 'Exceeding' State Standards	36	29	40	24	25
Number of students tested	42	21	30	33	27
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% 'Meeting' plus % 'Exceeding' State Standards	90	0	0	0	0
% 'Exceeding' State Standards	30	0	0	0	0
Number of students tested	10	0	0	0	0
<b>3. (specify subgroup): White</b>					
% 'Meeting' plus % 'Exceeding' State Standards	88	100	94	100	96
% 'Exceeding' State Standards	49	47	42	69	49
Number of students tested	49	36	44	36	53
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are three groups in first grade math that could be listed subgroups. Economically Disadvantaged, Hispanic and White. The years before 2007 there were not enough Hispanic students to be classified a subgroup. There are 10 presently attending our school.

Subject: Reading

Grade: 1

Test: Reading (LA)

Edition/Publication Year: Annually

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% 'Meeting' plus % 'Exceeding' State Standards	99	98	96	97	99
% 'Exceeding' State Standards	51	57	34	64	47
Number of students tested	65	49	50	42	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% 'Meeting' plus % 'Exceeding' State Standards	97	95	94	91	88
% 'Exceeding' State Standards	52	33	27	20	16
Number of students tested	42	21	30	33	37
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% 'Meeting' plus % 'Exceeding' State Standards	50	0	0	0	0
% 'Exceeding' State Standards	50	0	0	0	0
Number of students tested	10	0	0	0	0
<b>3. (specify subgroup): White</b>					
% 'Meeting' plus % 'Exceeding' State Standards	98	100	96	100	98
% 'Exceeding' State Standards	47	56	61	72	49
Number of students tested	49	36	44	36	53
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The only subgroup at Tunnel Hill that have over 10 students are Hispanic, White and Economically Disadvantaged. There are no students evaluate on the Georgia Alternative Assessment.

Subject: Mathematics

Grade: 2 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%'Meeting'plus%'Exceeding' State Standards	93	91	91	91	97
Exceeds state Standards%'Meeting'plus%'Exceeding' State Standards	22	20	34	37	31
Number of students tested	51	51	44	65	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
%'Meeting'plus%'Exceeding' State Standards	87	84	89	87	85
%'Meeting'plus%'Exceeding' State Standards	9	16	21	18	12
Number of students tested	23	31	19	33	27
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
%'Meeting'plus%'Exceeding' State Standards	100	98	95	92	88
%'Meeting'plus%'Exceeding' State Standards	44	40	44	45	60
Number of students tested	39	40	39	51	47
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The only sub-groups in this grade level are the economically disadvantaged and white students. Data from the 2003 and 2004 was obtained from the group information by population.

Subject: Reading

Grade: 2 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%'Meeting'plus%'Exceeding' State Standards	100	96	93	92	86
%'Exceeding' State Standards	43	35	39	43	51
Number of students tested	51	51	44	65	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
%'Meeting'plus%'Exceeding' State Standards	100	94	95	90	90
%'Exceeding' State Standards	30	23	37	21	18
Number of students tested	23	31	19	33	27
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
%'Meeting'plus%'Exceeding' State Standards	100	98	95	92	88
%'Exceeding' State Standards	44	40	44	47	60
Number of students tested	39	40	39	51	47
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The only sub-groups in this grade level are the economically disadvantaged and white students. Data from the 2003 and 2004 was obtained from the group information by population.

Subject: Mathematics

Grade: 3 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% 'Meeting'plus%'Exceeding' State Standards	75	95	94	95	91
Exceeds state Standards	34	36	32	27	30
Number of students tested	61	56	68	56	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% 'Meeting'plus%'Exceeding' State Standards	69	83	91	86	88
Exceeds state Standards	23	1	24	23	15
Number of students tested	39	28	33	33	27
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
% 'Meeting'plus%'Exceeding' State Standards	80	95	92	97	90
% 'Meeting'plus%'Exceeding' State Standards	40	43	36	44	29
Number of students tested	50	44	53	45	51
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The only sub-groups in this grade level are the economically disadvantaged and white students. Data from the 2003 and 2004 was obtained from the group information by population.

Subject: Reading

Grade: 3 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%'Meeting'plus%'Exceeding' State Standards	97	87	94	98	87
Exceeds state Standards	31	32	26	50	55
Number of students tested	61	56	68	56	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
%'Meeting'plus%'Exceeding' State Standards	95	85	91	90	88
Exceeds state Standards	26	14	15	19	17
Number of students tested	39	28	33	33	27
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
%'Meeting'plus%'Exceeding' State Standards	96	91	92	97	86
Exceeds state Standards	32	41	30	53	53
Number of students tested	50	44	53	50	51
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The only sub-groups in this grade level are the economically disadvantaged and white students. Data from the 2003 and 2004 was obtained from the group information by population.

Subject: Mathematics

Grade: 4 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% 'Meeting' plus % 'Exceeding' State Standards	72	84	85	89	74
Exceeds state Standards	13	22	13	15	9
Number of students tested	56	60	60	65	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% 'Meeting' plus % 'Exceeding' State Standards	66	89	78	76	74
% 'Meeting' plus % 'Exceeding' State Standards	0	7	10	6	9
Number of students tested	32	28	31	33	27
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
% 'Meeting' plus % 'Exceeding' State Standards	78	79	77	85	75
Exceeds state Standards	16	26	13	15	64
Number of students tested	45	43	47	47	56
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The only sub-groups in this grade level are the economically disadvantaged and white students. Data from the 2003 and 2004 was obtained from the group information by population.

Subject: Reading

Grade: 4 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%'Meeting'plus%'Exceeding' State Standards	82	98	85	91	74
Exceeds state Standards	21	31	33	56	45
Number of students tested	56	60	60	55	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
%'Meeting'plus%'Exceeding' State Standards	72	96	77	89	75
Exceeds state Standards	13	19	32	11	8
Number of students tested	32	27	31	33	27
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
%'Meeting'plus%'Exceeding' State Standards	88	98	91	91	77
Exceeds state Standards	24	42	34	53	50
Number of students tested	45	43	47	47	56
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The two sub-groups in fourth grade are economically disadvantaged and white. Other groups did not have enough students to make a group.

Subject: Mathematics

Grade: 5 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%'Meeting'plus%'Exceeding' State Standards	100	90	92	85	85
Exceeds state Standards	27	25	44	19	28
Number of students tested	56	68	63	67	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
%'Meeting'plus%'Exceeding' State Standards	100	86	90	91	89
Exceeds state Standards	18	20	41	22	17
Number of students tested	28	35	39	33	27
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
%'Meeting'plus%'Exceeding' State Standards	100	90	94	90	84
Exceeds state Standards	33	25	41	47	28
Number of students tested	39	51	51	53	46
<b>3. (specify subgroup): Hispanic</b>					
%'Meeting'plus%'Exceeding' State Standards	100				
Exceeds state Standards	0				
Number of students tested	11				
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In the Hispanic subgroup only 2007-2008 was there enough students to make the numbers required to report them. The rest have less than 10 tested.

Subject: Reading

Grade: 5 Test: Criterion-Reference Competency Test

Edition/Publication Year: Annually -2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%'Meeting'plus%'Exceeding' State Standards	98	94	79	89	94
Exceeds state Standards	32	26	22	40	46
Number of students tested	56	68	63	67	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
%'Meeting'plus%'Exceeding' State Standards	100	94	72	84	82
Exceeds state Standards	21	23	23	25	19
Number of students tested	28	35	39	33	27
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
%'Meeting'plus%'Exceeding' State Standards	100	94	79	90	93
Exceeds state Standards	36	31	24	47	44
Number of students tested	45	43	47	53	43
<b>3. (specify subgroup): Hispanic</b>					
%'Meeting'plus%'Exceeding' State Standards	100				
Exceeds state Standards	18				
Number of students tested	11				
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hispanic students were only at a number that could be tested in reading 2007-2008. Eleven students were on roll and tested this year. Other grades or subjects may have not had this group.