

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 4500 Steekee School Road
(If address is P.O. Box, also include street address)

Loudon Tennessee 37774-4610
City State Zip Code+4 (9 digits total)

Tel. (865) 458-3322 Fax (865) 458-9921

Website/URL http://bugtug.com/Steekee/calendar.html Email wrightb@loudoncounty.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 Mr. A. Edward Headlee
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Loudon County Board of Education Tel. (865) 458-5411

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. Freddie Gene Walker
(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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 2 Middle schools
 Junior High School
 2 High schools

 9 TOTAL

2. District Per Pupil Expenditure: \$5,276

 Average State Per Pupil Expenditure: \$6,349

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	20	16	36	7			
1	20	17	37	8			
2	24	16	40	9			
3	19	17	36	10			
4	23	19	42	11			
5	29	22	51	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							242

6. Racial/ethnic composition of the students in the school: 95.6 % White
1.7 % Black or African American
.4 % Hispanic or Latino
1.3 % Asian/Pacific Islander
.9 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 8.1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	258
(5)	Subtotal in row (3) divided by total in row (4)	.0813
(6)	Amount in row (5) multiplied by 100	8.139

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

Number of languages represented: 2
Specify languages: Spanish and English

9. Students eligible for free/reduced-priced meals: 51.6 %

125 Total Number Students Who Qualify

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

10. Students receiving special education services: 8.6%
21 Total Number of Students Served

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

<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>15</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>	_____
Classroom teachers	<u>12</u>	<u>4</u>
Special resource teachers/specialists	<u>4</u>	_____
Paraprofessionals	<u>3</u>	_____
Support staff	<u>6</u>	_____
Total number	<u>26</u>	<u>4</u>

12. Student-“classroom teacher” ratio: Grades K-3 teacher pupil ratio 18.6
Grades 4-5 teacher pupil ratio 23.25

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.1	94.3	94.1	94.9	98
Daily teacher attendance	96%	94.3	94.3	Archived	Records
Teacher turnover rate	0	.04	0	Archived	Records
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Steekee Elementary School in Loudon, Tennessee believes: Our mission is to successfully educate each child in a safe, caring environment. This mission statement was revised in 1999-2000 through the cooperation and input of students, parents, faculty, and community. A parent suggested that we use the word "our" to show ownership and continuity in our school's mission.

This small community takes pride in its' local school. Steekee School is named after a nearby creek, which flows to the Tennessee River, (the word steekee is Cherokee for "big waters"). Steekee School was located on the present site in 1950. Fire influenced structural changes when the building burned in 1957. By the 1960's Steekee School began to witness many changes in the community and student population. As the Tennessee Valley Authority began acquiring land from area farmers for the building of the Tellico Dam, small area schools were consolidated with Steekee students.

Building programs in 1975, 1998, and 2001 have improved the facilities. A library/media facility, a computer lab, technology additions, additional personnel and ongoing educational programs have helped integrate the growth of the community with the school's mission.

Steekee School began a growth process in the fall of 1999. At that time a new principal, assistant principal, secretary, custodian and cafeteria manager renewed the vision for Steekee School and began to revitalize the school's identity and mission.

Test scores for the Tennessee Terra Nova test had declined, staff development was minimal, organizational and accountability procedures were not in place. A small caring community needed direction.

The administration, faculty, and staff made the decision to change. After being identified as low achieving and placed on the "heads up" list by the commissioner of education in the summer of 2000, we implemented changes to increase student achievement.

Steekee School felt the impact of being labeled "low achieving" through a drop in student enrollment. Over a three-year time span, our enrollment dropped by sixty students. This affected newly hired faculty members who had to transfer to other schools and the way we planned our instructional program for our students. However, existing faculty members stayed and began planning a cooperative effort for improvement, between students, faculty, staff and community, to achieve the current results.

Planning for student achievement through faculty meetings, grade level meetings, cross grade level meetings, staff development, assessment strategies, and data analysis provided results. We knew where we were and where we needed to go. All stakeholders owned increased accountability for student achievement.

As a result of this effort, Steekee School found ways to improve our program through writing grants such as: Preschool Grant, Loudon County Education Foundation Grant, Technology Grant, Filling the Gap Grant, WBIR TV grants, we also applied for free materials and honed our skills at locating and implementing resources such as after school tutoring and on site tutoring arranged through our VISTA (Volunteers in Service to America) volunteer for our students. At the same time we began a Parent Teacher Organization, highlighted student projects, through Open House, Science Fair and Social Studies Fair, Grandparents Day, and Read Across America.

Our students, faculty, staff and community are proud of the progress we've made in "successfully educating each child".

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.

Disaggregated data is attached for socioeconomic groups: children who receive free or reduced-priced lunches versus children who purchase lunches.

- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.

No students are excluded from testing.

- c. attach all test data to the end of this application and continue to number the pages consecutively.

See attached data.

For Public and Private Schools

1. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Steekee School utilizes the Tennessee Comprehensive Assessment Program, which is the CTB McGraw Hill Terra Nova assessment to identify students' strengths and weaknesses in grades three through five. Second Grade is tested as well for better tracking of student knowledge. Faculty members chart Terra Nova NCE scores in each of the five academic areas for each child to monitor student's progress from grade to grade. Harcourt reading assessments, STAR reading assessments and teacher made tests complete our

We also used the kindergarten Brigance Assessment and teacher observation of student readiness skills to identify the need for a preschool program and to plan to meet the needs of incoming students. Our preschool was initiated in January of 2000 through a state grant. This program uses the Preschool Brigance test to evaluate incoming preschoolers to identify children who are potentially at risk.

The Title I Needs Assessment is used to identify student's weaknesses in math, reading, and language for all grade levels. Our VISTA summer program provides tutoring for students with a weakness in reading for students identified through the Harcourt reading assessments, and teacher referral.

Grade level and cross grade level planning meetings are required to provide continuity, to review assessment data of students, for peer coaching and to make any instructional adjustments as needed throughout the school year.

Steekee School also uses the STAR reading assessment to place students on the correct level for the Accelerated Reading Program. This assessment program indicates a student's strengths and weaknesses in reading. Each six weeks all teachers list students in their class and identify those with risk factors regarding academic performance, attendance, and the interventions being implemented.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Steekee School attributes much of its success to valid communication of student and school progress, which we convey to our parents, students, and community. Our communication strategies fall into three broad categories: conferences (individual and group), media, and school activities.

Conferences are scheduled twice per year, and as needed, for teachers to share assessment data with parents. At our open house, parents are informed of the grade level expectations, Title I agenda, and conference schedules. Teachers frequently call parents to inform them of their child's individual progress and sometimes make home visits as well.

Media communication is facilitated through our weekly newsletter, school signs, displays at area businesses, local television announcements, school web page, and local newspaper photos/features.

School activities feature student success in a variety of programs, such as: open house, Media night, (once per week), VISTA workers who recruit volunteer tutors, PTO programs and plans, student recognition programs, honor roll, Science Fair, Social Studies Fair, Grandparents Day, Read Across America, and our annual spring spruce up day. This variety of activities builds relationships which foster open communication between the school and home.

3. Describe in one-half page how the school will share its successes with other schools.

Steekee Elementary School will eagerly share its experiences and successes with all interested parties upon request. An open door policy will accommodate educators to observe students actively engaged in daily multiple intelligence experiences designed to meet the needs of each child.

This advancement process was undertaken four years ago by the Steekee School faculty, in a sincere attempt to provide a better experience for our students. The faculty and staff of Steekee made a commitment to improve all aspects of our school prioritizing academic programs to meet or exceed educational expectations at the local, state, and national level. This commitment is reflected on our staff development, cosmetic improvements to our facility, and student projects. Our success has prompted much media attention at the local and state level. We, at Steekee, are proud of our successes and feel that other schools might benefit from sharing our experiences.

Our leadership team will be available for on site presentations, news releases, magazine articles, professional presentations, television interviews, and updates to our web site describing Steekee School's advancement from low achieving to Blue Ribbon quality. We have applied to present our accomplishments at the Southern Association of Colleges and Schools at their annual meeting in Nashville, Tennessee in December 2003. TASC magazine has requested an article highlighting our journey for publication as well. In addition, Blue Ribbon achievements will be published in our weekly school newsletter, local newspaper, and local T.V. channel.

Finally, we are eagerly anticipating hosting a Blue Ribbon Open House as a unique celebration of our success with our students, parents, community, faculty, and staff.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Steekee Elementary School follows the state of Tennessee curriculum guidelines in all subject areas. The reading/language arts curriculum at Steekee School is implemented through the Harcourt Reading Series selected by Loudon County. By following state standards through curriculum mapping, grade level benchmarks and early intervention, students are successfully educated in grade level reading skills.

Teaching strategies are improved and practiced through the Dimensions of Learning instructional model, which has been adopted by Loudon County. This instructional model has been supported with professional development over the past five years and has provided teachers the development of skills to develop and implement skills acquisition lessons and extension and refining lessons.

The Tennessee language arts curriculum standards, learning expectations, and performance indicators were used to identify research based instructional programs to ensure that all students meet their high academic standards. The Harcourt Reading Series was selected as the foundation of our system and school’s reading program. Steekee School utilizes the system’s language arts prioritized curriculum developed by teachers from the standards, expectations and performance indicators.

Additional tools to enhance the reading curriculum and encourage active participation by our community include the following: Accelerated Reader, Smart Moves, SMART Room, VISTA workers and parent/community volunteers working with individual students, after-school tutoring by staff, and media night. Our instructional design includes small group, large group, individual instruction, heterogeneous/homogenous grouping and inclusion for special education students. Daily Oral Language in grades K – 5 is highlighted each day to help students see how language and reading skills are used in every day activities. Vocabulary words are featured through a “word of the day” during morning announcements.

Writing skills are taught consistently beginning with prewriting at the preschool and Kindergarten levels. Students are encouraged to publish their writing as a tool for language development while developing writing skills. A school wide writing plan has been developed by our faculty and is implemented at all grade levels. Student work is displayed throughout the school to encourage creativity and mastery of writing skills.

In addition to the Social Studies and Science Curriculum, all students are encouraged to participate with projects in the annual Social Studies Fair in the fall and the Science Fair in the spring. Community Volunteers participate as judges for both events. Projects are done at home or school with parental support and involvement.

Steekee School incorporates Loudon County’s math adoption, Silver, Burdette, Ginn as a basis for its math curriculum. Students are engaged in math activities, use of math manipulatives, “problem of the day” emphasis, and Math Their Way activities.

Classroom teachers integrate art, music, and foreign language activities in daily activities to enhance all curriculum areas.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Steekee School's reading curriculum reflects numerous strategies, which could be used to raise children's reading ability. After mapping out the reading curriculum, Steekee felt that Collections – a Harcourt Reading/Language Arts Program, which is researched based, had all the components necessary to help all ability levels from gifted to those who might require reading intervention. Hundreds of professional books and articles contributed to the development of this reading program thus validating our decision to use this as the foundation of our reading instruction.

The Collections series is compiled of phonics/decoding, vocabulary, comprehension and intervention strategies. This series helps teachers to be effective and achieve gains in reading, feedback opportunities, and a great deal of independent practice. The Steekee faculty also felt that the skills taught through the use of technology in the program would be beneficial to our students.

The teacher-friendly program in Collections provides appropriate teacher guidance for experienced as well as new teachers. The 5-day planner for each story gives step-by-step instructions for each day including, skills and Terra Nova practice pages (the state test required by Tennessee).

Steekee School feels that with the literature, teacher resources, language arts component, assessment tools and our own process of identifying "at risk" students there would be "no child left behind." The Collections assessments provide immediate feedback and allow teachers to quickly determine which students have mastered the skills being taught while identifying any students having difficulty. This effective evaluation of each student is a goal at Steekee School to determine whether a child can read proficiently at the student's grade level. Thus again, leaving "No Child Behind."

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Writing is a vital form of expression and a communication skill, which is required for the work force of the future. This curriculum guide was prepared to assist the faculty of Steekee School in successfully educating our students for the future as well as for our Tennessee writing assessment. Writing skills are integrated into every academic area, therefore they are essential to our mission of successfully educating each child.

Curriculum resources used by Steekee School include: Four Blocks by Patricia Cunningham, Four Square Writing Method by Judith Gould and Writer's Workshop. Kindergarten implements the curriculum with: shared writing, guided writing, phonetic spelling to write words and sentences, name on paper, capital letter at the beginning of a sentence, and mark of punctuation at the end of each sentence.

First grade continues with shared writing, journal writing, phonetic spelling, reinforcing name on paper, capital at beginning of sentence, mark of punctuation at the end of each sentence, word wall words spelled correctly, and writing complete sentences. Second grade then builds with shared writing (teacher and students do writing together on chart paper or overhead), guided writing, independent writing (story has 2-3 complete thoughts), name on paper, capital letter at the beginning of a sentence, and mark of punctuation at the end of sentence.

Third grade incorporates shared writing, guided writing, independent writing, name on paper, proper capitalization and punctuation, story with at least 4-5 complete thoughts, word wall words, spelled correctly, proper nouns capitalized, all sentences on the topic, indenting and proofreading.

Fourth and fifth grade students begin refining writing skills through creating five paragraph papers (introduction of details, and wrapping up a written composition). Writer's workshop includes the skills of creating a rough draft, proof reading, editing, re-writing, and publishing. Monitoring the skills of capitalizing, use of proper nouns, proper adjectives, ending punctuation, comma usage, and quotations, in a story – dialogue, indention and persuasive narrative expository descriptive paragraphs

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

All teachers at Steekee School use the 4 Block balanced literacy model selected by Loudon County, which comes from the work of Dr. Patricia Cunningham. This model effectively addresses literacy needs through shared/guided reading, self-selected reading, writing for fluency, and working with words. Building Blocks, which are the companion literacy model, is introduced at the Preschool and Kindergarten level.

All teachers at Steekee have been trained in the Dimensions of Learning, (DOL), instructional model which teachers use to base all teaching strategies on. DOL incorporates 5 critical dimensions for planning instruction: Dimension #1-attitudes and perceptions about learning, Dimension #2-acquisition and integration of knowledge, Dimension #3-extension and refinement of knowledge, Dimension #4-meaningful use of knowledge, and Dimension #5-productive habits of mind.

Four Square is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository, and persuasive forms of writing. Writing opportunities are provided daily at all grade levels through journal activities. Special focus opportunities such as scrap booking are implemented Daily Oral Language and Daily Oral Math are focused opportunities for students to acquire practical application of knowledge at every grade level. The Accelerated Reader program is offered to all students to motivate students to read while monitoring student progress.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Steekee School provides a variety of professional development opportunities for all teachers. Our focus highlights the identified need for improved teaching strategies for our faculty and appropriate assessment of student learning. Teachers are required to share with fellow faculty members the knowledge, which they have gained at individual grade level or specialized conferences.

Staff development is also presented for the whole faculty in Dimensions of Learning, The Effective Teacher (i.e. Harry Wong), Love and Logic, Dyslexia, 4 Block Reading, Building Blocks, The Letter People, Blue Ribbon visit by Bart Teal, and developing and implementing a school wide discipline policy. Other staff development opportunities have been accessed for SMART (Stimulating Maturity through Accelerated Reading Training curriculum), Early Childhood Conferences for Pre-K, Tennessee State Kindergarten conference, Tennessee State First Grade conference, Music Conference, Writer's Workshop, Blue Ribbon Schools Conferences, and Southern Association of Colleges and Schools. School administrators also regularly attend staff development locally and state wide, such as: Prospective Administrator's Academy, Beginning Principals Academy, and Model Schools Conference in Washington D.C.

Weekly faculty meetings and regularly scheduled professional development days allow teachers to share new ideas and train their coworkers in current teaching methods.

Improved teacher performance resulted in greater academic achievement for our students. These staff development opportunities increased teacher morale while improving professionalism among coworkers.

CTB McGraw Hill Performance Level Summary Report

(Steps along the path toward 5th Grade Proficiency) McGraw Hills Performance Level Report compares the percent of students locally with the national sample in each of the five performance levels.

Performance levels are: 5 = advanced, 4 = proficient, 3 = nearing proficiency, 2 = progressing and 1 = starting out. These levels provide a description of what students can do in terms of content and skills assessed by Terra Nova found in curriculum from grades 3, 4, and 5.

1999-2000

Third Grade Performance Levels	Reading	Language	Math
Performance Level 5	1	0	1
Performance Level 4	3	2	4
Performance Level 3	12	12	17
Performance Level 2	16	22	14
Performance Level 1	20	16	16
School Third Grade Student Average	2.01	2.0	2.23

1999-2000

Fourth Grade Performance Levels	Reading	Language	Math
Performance Level 5	1	0	2
Performance Level 4	11	9	6
Performance Level 3	21	20	23
Performance Level 2	17	18	17
Performance Level 1	9	12	11
School Fourth Grade Student Average	2.62	2.44	2.50

1999-2000

Fifth Grade Performance Levels	Reading	Language	Math
Performance Level 5	4	1	2
Performance Level 4	7	10	12
Performance Level 3	17	7	13
Performance Level 2	9	19	10
Performance Level 1	8	8	7
School Fifth Grade Student Average	2.77	2.48	2.77

CTB McGraw Hill Performance Level Summary Report

(Steps along the path toward 5th Grade Proficiency) McGraw Hills Performance Level Report compares the percent of students locally with the national sample in each of the five performance levels.

Performance levels are: 5 = advanced, 4 = proficient, 3 = nearing proficiency, 2 = progressing and 1 = starting out. These levels provide a description of what students can do in terms of content and skills assessed by Terra Nova found in curriculum from grades 3, 4, and 5.

2000-2001

Third Grade Performance Levels	Reading	Language	Math
Performance Level 5	0	0	1
Performance Level 4	9	3	1
Performance Level 3	12	10	15
Performance Level 2	11	17	15
Performance Level 1	14	16	14
School Third Grade Student Average	2.34	2.0	2.13

2000-2001

Fourth Grade Performance Levels	Reading	Language	Math
Performance Level 5	0	2	1
Performance Level 4	8	6	5
Performance Level 3	16	10	13
Performance Level 2	14	16	17
Performance Level 1	4	8	6
School Fourth Grade Student Average	2.66	2.47	2.47

2000-2001

Fifth Grade Performance Levels	Reading	Language	Math
Performance Level 5	3	3	2
Performance Level 4	14	16	11
Performance Level 3	17	13	21
Performance Level 2	8	10	8
Performance Level 1	8	8	8
School Fifth Grade Student Average	2.92	2.92	2.82

CTB McGraw Hill Performance Level Summary Report

(Steps along the path toward 5th Grade Proficiency) McGraw Hills Performance Level Report compares the percent of students locally with the national sample in each of the five performance levels.

Performance levels are: 5 = advanced, 4 = proficient, 3 = nearing proficiency, 2 = progressing and 1 = starting out. These levels provide a description of what students can do in terms of content and skills assessed by Terra Nova found in curriculum from grades 3, 4, and 5.

2001-2002

Third Grade Performance Level	Reading	Language	Math
Performance Level 5	5	6	0
Performance Level 4	8	2	2
Performance Level 3	19	17	15
Performance Level 2	2	9	17
Performance Level 1	9	9	9
School Third Grade Student Average	2.95	2.69	2.23

2001-2002

Fourth Grade Performance Level	Reading	Language	Math
Performance Level 5	6	4	0
Performance Level 4	9	7	7
Performance Level 3	9	18	13
Performance Level 2	16	6	12
Performance Level 1	3	8	11
School Fourth Grade Student Average	2.97	2.83	2.37

2001-2002

Fifth Grade Performance Level	Reading	Language	Math
Performance Level 5	6	4	2
Performance Level 4	12	11	7
Performance Level 3	10	12	16
Performance Level 2	5	3	6
Performance Level 1	2	5	4
School Fifth Grade Student Average	3.42	3.17	2.91

Tennessee Value Added (TVAAS) Gains

Value added gains: The minimum standard or expectation is that students will gain a year’s average growth (compared to the national norm) for a year’s instruction in each subject area. This is expressed as a 100% gain. Higher or lower performance is rated accordingly.

Steekee Elementary School	2000		Cumulative % of the National Norm Gain	2001		Cumulative % of the National Norm Gain	2002		Cumulative % of the National Norm Gain
	Grade 4	Grade 5		Grade 4	Grade 5		Grade 4	Grade 5	
Reading	6.5	14.6	84.3%	15.6	12.3	111.7%	23.7	19.9	174.2%
Language	.07	7.6	27.5	20.3	11.2	105.1%	25.5	12.6	127%
Math	30.5	19	110%	27.3	19.1	103.0%	15.7	8.7	54.4%

Mean Scale Scores - Norm Referenced Scores

Scale Score: the score a student earns in a subject on an achievement test. The test is scaled to allow the test to measure achievement across grades on the same scale. This makes it possible to use scores in a subject from different grades in simple arithmetic calculations. Scale Scores range from 1 – 999.

Third Grade	2000	2001	2002
Reading Composite	620.8	619.6	650.4
Language Composite	617.2	617.3	646.3
Math Composite	607.3	606.0	615.2

Fourth Grade	2000	2001	2002
Reading Composite	634.9	634.9	646.6
Language Composite	628.3	635.8	644.2
Math Composite	626.2	627.9	616.6

Fifth Grade	2000	2001	2002
Reading Composite	644.2	648.3	660.1
Language Composite	637.8	641.1	653.8
Math Composite	634.1	638.9	636.8

Tennessee Comprehensive Achievement Test - Writing Assessment Summary – Steekee School

The Writing Assessment requires 4th grade students to write a five paragraph narrative essay in response to a given prompt within a specified timeframe. The writing samples were scored holistically using a six-point scale. Measurement of student progress is determined by examining the percentage of students who reach or exceed the score of 4 on the scale, which is considered Competent, per grade level.

2000 Writing Assessment Scores

Writing Assessment Scores	With Special Education		Without Special Education	
	Number	Percent	Number	Percent
6 - Outstanding	0	0	0	0
5 - Strong	5	9	5	9
4 - Competent	24	42	24	44
3 - Limited	17	30	17	31
2 - Flawed	10	18	9	16
1 - Deficient	1	2	0	0

Condition Codes				
A - Blank	0	0	0	0
B – Insufficient to Score or Illegible	0	0	0	0
C – Off Topic	0	0	0	0
D – Another Language	0	0	0	0
TOTALS	57	100%	55	100%

2001 Writing Assessment Scores

Writing Assessment Scores	With Special Education		Without Special Education	
	Number	Percent	Number	Percent
6 - Outstanding	1	3	1	3
5 - Strong	2	6	2	6
4 - Competent	14	39	14	41
3 - Limited	13	36	13	38
2 - Flawed	6	17	4	12
1 - Deficient	0	0	0	0

Condition Codes				
A - Blank	0	0	0	0
B – Insufficient to Score or Illegible	0	0	0	0
C – Off Topic	0	0	0	0
D – Another Language	0	0	0	0
TOTALS	36	100%	34	100%

2002 Writing Assessment Scores

Writing Assessment Scores	With Special Education		Without Special Education	
	Number	Percent	Number	Percent
6 - Outstanding	0	0	0	
5 - Strong	1	2	1	3
4 - Competent	29	71	27	77
3 - Limited	6	15	6	17
2 - Flawed	4	10	1	3
1 - Deficient	0	0	0	0

Condition Codes				
A - Blank	1	2	0	0
B - Insufficient to Score or Illegible	0	0	0	0
C - Off Topic	0	0	0	0
D - Another Language	0	0	0	0
TOTALS	41	100%	35	100%

Steekee School Average for Writing Scores	1999-2000	2000-2001	2001-2002
Fourth Grade	4	4	3.42

**CTB McGraw Hill Tennessee Comprehensive Assessment Program (TCAP)
Disaggregated Test Scores (NCE's)
Socioeconomic Status**

Average of Grades 3 – 4 – 5	1999 - 2000		2000 - 2001		2001 - 2002	
	Low	Not Low	Low	Not Low	Low	Not Low
Reading	41.5	50.1	50.33	51.67	54	59.67
Language	38.1	45.3	47.33	48.67	52.67	65
Math	43.3	46.6	50.67	56.67	49.67	59.67

*Socioeconomic Status:
is based on Free/Reduced Lunch Count – Paid Students (not low) vs. Free/Reduced (low).