



## **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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       19   Elementary schools  
    6   Middle schools  
    0   Junior high schools  
    7   High schools  
    1   Other (Grades K-8)  
   33   TOTAL

2. District Per Pupil Expenditure:       \$6,975.00  
     Average State Per Pupil Expenditure: \$6,648.16

**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.  
     \_\_\_\_\_ 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
<b>K</b>				<b>7</b>	153	141	294
<b>1</b>				<b>8</b>	166	137	303
<b>2</b>				<b>9</b>			
<b>3</b>				<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>	186	141	327	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>924</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>94.7</u>       | % White                          |
| <u>1.6</u>        | % Black or African American      |
| <u>1.7</u>        | % Hispanic or Latino             |
| <u>1.6</u>        | % Asian/Pacific Islander         |
| <u>.3</u>         | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 5.55%

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	47
<b>(4)</b>	Total number of students in the school as of October 1	846
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.0555
<b>(6)</b>	Amount in row (5) multiplied by 100	5.55

8. Limited English Proficient students in the school: .43%  
4 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: Spanish, Lingala

9. Students eligible for free/reduced-priced meals: .9%  
9 Total Number Students Who Qualify

If this method does not produce 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: 8.87%  
82 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>  2  </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>  1  </u> Deafness	<u>  8  </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 48 </u> Specific Learning Disability
<u>  2  </u> Hearing Impairment	<u>  5  </u> Speech or Language Impairment
<u>  5  </u> Mental Retardation	<u>  0  </u> Traumatic Brain Injury
<u>  5  </u> Multiple Disabilities	<u>  0  </u> Visual Impairment Including Blindness
<u>  2  </u> Emotionally Disturbed	<u>  3  </u> ADD/ADHD

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  3  </u>	<u>  0  </u>
Classroom teachers	<u> 46 </u>	<u>  2  </u>
Special resource teachers/specialists	<u> 12 </u>	<u>  0  </u>
Paraprofessionals	<u>  9  </u>	<u>  0  </u>
Support staff	<u>  4  </u>	<u>  0  </u>
Total number	<u> 74 </u>	<u>  2  </u>

12. Average school student-“classroom teacher” ratio: 20.08:1

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.13	96.08	96.10	95.43	95.61
Daily teacher attendance	95.5	95.0	95.0	94.5	94.0
Teacher turnover rate	<2%	<2%	<2%	<2%	<2%
Student dropout rate	0	0	0	0	0
Student drop-off rate	NA	NA	NA	NA	NA

## **PART III - SUMMARY**

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Grassland Middle School is located in Franklin, Tennessee, approximately eighteen miles south of downtown Nashville. The school enrollment is 924 students in grades six through eight. Grassland is part of the Williamson County School District, which is comprised of thirty-three schools, serving approximately 22,340 students. Williamson County has one of the highest per capita incomes in the nation, the average being \$41,524. The average household income is \$63,705, the highest in Tennessee.

The Grassland community is comprised of a high percentage of middle and upper middle class residents. Only nine students qualify for free or reduced lunch. The average price of a home is \$251,000. Approximately 90% of our students come from homes where at least one parent has a bachelor's degree.

Grassland Middle School opened in 1986 with five hundred students in grades five through eight. In 1988, the school began serving grades six through eight. The Grassland staff includes one principal, two assistant principals, fifty-nine faculty members and thirteen para-professional employees. There is also a full-time registered nurse.

In 2002-2003 and 2003-2004, Grassland Middle School was the second highest performing public middle school in Tennessee. This is based on the Tennessee comprehensive Assessment Program (TCAP), a criterion and referenced-based test that measures both achievement and growth. Grassland was also named an "Exemplary School" by Lana Sievers, Tennessee Commissioner of Education, in September of 2003. Approximately 90 of 1700 Tennessee public schools received this honor.

Grassland Middle School exists to prepare students to be life-long learners and responsible members of society, a mission statement we strive to achieve. Two person teams is the organizational model for the sixth grade. Three and four person teams serve seventh grade students. Teaming is not done in the eighth grade because of the high school credit earning courses offered. Algebra I, Algebra II, French I, Physical Science, and Spanish I are offered for high school credit. Approximately fifty-nine students are certified as gifted and receive services from a full-time gifted consultant.

Grassland Middle School has eighty-two students who are identified as Special Education and a fully inclusive model is used to serve them. Grassland has eight special education teachers and nine special education assistants to serve students with learning disabilities. All special education students are served in the regular classroom a minimum of 25% of the day. A full-time school psychologist is employed to meet student needs.

A comprehensive extra-curricular program serves students at Grassland Middle School. Eighteen sports are offered to students, as well as fourteen clubs. Approximately 80% of the students participate in at least one extra-curricular activity. The Grassland band has 251 members, one of the largest middle school programs in Tennessee. Band and chorus are part of the daily curriculum.

Grassland Middle School uses a site-based model. A Building Leadership Team is comprised of teachers, administrators, and parents. Meetings are conducted once a month, making decisions concerning school policy, budget priorities, etc.

Grassland is fortunate to have a very active Parents' Association. All parents are members and meetings are held monthly. Eighteen parents hold elected offices. The principal attends all meetings. The club also organizes a very active parent volunteer program. A volunteer works in the front office at all times. Parents also volunteer regularly to work in classrooms. Grassland benefited from more than \$20,000 raised by this association last year.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Grassland Middle School's Assessment Results**

In the spring of each year, grades 3-5 and 6-8 take an achievement test as part of the Tennessee Comprehensive Assessment Program (TCAP). This test, published by CTB/McGraw-Hill provides both norm-referenced and performance information by objective. Norm-referenced information permits the achievement of students to be compared with the performance of a national sample of students. Information by objective allows the comparison of student achievement against a specified level of performance in that subject. Information from the achievement test is reported in terms of five performance levels: Step 1, Progressing, Nearing Proficiency, Proficient and Advanced. These levels are appropriate for grade spans three through five and grade spans six through eight rather than individual grade levels. The goal is to move students to proficient or advanced levels by the end of grade five and then again by the end of grade eight.

For the first time, in the 2002-2003 school year, students were also assessed with a criterion-referenced portion of the Achievement Test for compliance with the federal mandate, *No Child Left Behind*. The test, which uses multiple choice questions and has set time limits, assesses content knowledge as well as the application of that knowledge in the following subject areas: reading, vocabulary, language, language mechanics, mathematics, mathematics computation, science, social studies, spelling, and word analysis. All students in grades 3-8 are tested with special accommodations allowed only for students receiving special education services or those who qualify as English language learners. Students in grades 5, 8, and 11 are also assessed in writing. The assessment requires students to write a rough draft essay in response to an assigned topic within a limited time period. Eighth grade students are asked to write an expository essay. These writing samples are scored holistically.

For the past three years TCAP scores indicated that Grassland Middle School students have consistently scored at the proficient or advanced level. Growth in the academic areas has also been consistent with the greatest improvement during the most recent assessment period coming in reading. Results of the TCAP for Grassland Middle School yield no statistically significant data to differentiate any ethnic/racial or socioeconomic group from the general population. Grassland Middle School ranks as the highest performing middle school in Williamson County and was awarded an exemplary rating by the State of Tennessee as a result of the State School Report Card 2002.

In addition, Grassland Middle School, as part of the Williamson County School System, has used the Individual Assessment Index (IAI) computerized testing provided through the Northwest Evaluation Association. Data reviewed from IAI testing not only confirms ability and achievement levels but also enhances our teachers' ability to provide targeted instruction for individual students or groups of students.

### **2. Use of assessment data**

At Grassland Middle School the analysis of assessment data is an on-going process. This analysis is used to inform all educational decisions made by members of the Grassland Middle School learning community: students, parents, teachers, and administrators. It is our goal for every child to achieve a year's growth regardless of the performance level. In an effort to accomplish this goal, in-service days as well as focus days provide time for staff members to receive training in evaluating test data. Staff members also work in grade level teams to chart, graph, and summarize the results of assessment data. Grade level teams also work together to identify student strengths and weaknesses and then to create lessons and activities to eliminate deficiencies. Teachers also

work with students before and after regular school hours to provide additional individualized instruction.

Administrators and counselors review scores for all students at each grade level. Teachers have access to individualized student score reports and use them to tailor instruction. TCAP results and IAI Rasch Unit Scale (RIT) scores are used to schedule flexible groups where teachers address strengths and weaknesses in reading and math. Student-support team members and the school psychologist use assessment results to assist in determining the need for special education services. This procedure addresses both students with learning disabilities and those who need enrichment. Assessment data is kept in cumulative record folders so that individual student progress can be monitored from year to year.

### **3. Communication of student performance**

Teachers begin each school year by contacting students and parents before the first day of school. This opens the line of communication at an early date. An open house is held for parents in each grade level during the first month of school followed up by parent-teacher conferences later in the fall. It is at these conferences that assessment data is reviewed, progress is discussed, and future goals are outlined. Teachers continue to provide parents with assessment results throughout the school year via email, phone calls, individual conferences, mid-quarter progress reports, and quarterly reporting periods.

The school also provides parents with student performance data from TCAP Achievement tests and IAI assessments. Test results along with test interpretation guidelines are mailed to each family. The school's state report card is published in local newspapers and posted annually on the state's website. The school's website also provides information about testing schedules while all school announcements are emailed to parents on a daily basis.

### **4. Sharing of success**

Grassland Middle School provides families and the community with an up to date website (<http://wcs.edu/Schools/gms.htm>) that showcases our accomplishments and serves as a contact source for anyone interested in visiting. We welcome visitors to observe our school in action. Our school newspaper (*Generally Speaking*) and yearbook as well as the local newspapers provide coverage of school activities and achievements. Members of our professional staff conduct workshops and in-service activities for fellow professionals, serve as mentors to future teachers in training, and make presentations at local, state, and national conferences. Students compete in local, regional, and state contests and are able to interact with peers from other schools thereby sharing successes one on one.

Within our school grade level teams have quarterly celebrations to recognize students who have performed well during that time period both in their academic work and in their attendance. The community is invited to band and choral concerts, student plays, athletic events and special assemblies honoring members of the community. Administrators meet with the board members of the parents' organization on a monthly basis to share general information and successes. A huge banner outside the school announces Grassland's success on last year's state report card. More general information is also posted on the marquis outside of the school and broadcast on the continuous radio taping that can be picked up within a mile radius of the school.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. The Curriculum

Grassland Middle School's curriculum is aligned with the Tennessee State Department Curriculum Framework/Standards. The GMS/Williamson County Schools standards based curriculum provides students with the opportunity to achieve content in conjunction with national and international benchmarks. Best practice strategies engage all students in meaningful learning experiences based on rigorous content that is important to them now and in the future.

The language arts curriculum, a balanced approach to literacy, is taught in an extended class period in sixth grade and a typical fifty-five minute period in seventh and eighth grades. In addition to teaching the elements of language during this instructional period, teachers of language arts and social studies also teach one period of reading. All students are tested and placed in small instructional groups based on identified skill need and instructional reading level. These flexible skill groups meet for at least one nine weeks' grading period to either remediate or enrich the student's reading skills and experiences.

The mathematics program centers on student need and is data driven. Sixth grade students are assigned to general math while seventh and eighth graders have options of Pre-Algebra, Algebra I-A, Algebra I, and Algebra II. Each student is assigned to an additional math group for at least one nine weeks' grading period for remediation or enrichment.

World language curriculum in sixth grade is an exploration of the Spanish culture and language. Seventh graders receive at least one nine weeks of Spanish instruction on a daily basis. Eighth grade students may elect, with requirements being met, to earn a first-year high school credit in either Spanish or French. These students must take a county required Common Comprehensive Assessment as part of the credit program.

The GMS science program provides hands-on experiences in earth, life, and physical sciences. A physical science course can also be taken for high school credit. The scientific process is reinforced and taught through the use of technology, group projects, and laboratory experiences. Current events concerning scientific discoveries keep real world issues in the forefront of study.

The social studies curriculum includes history, geography, economics, civics, and government. Sixth grade studies world geography. Seventh graders study a world focus, examining the relationship between geography and contemporary cultures and issues. Eighth graders study American history and government. Students' experiences include hands-on activities, multi-media presentations, Socratic seminars, and group projects.

The special area related arts courses of art, band, chorus, physical education, technology education, and teen living are assigned on a rotation basis to sixth and seventh grade students with the exception of band and chorus. These courses are electives chosen by the student for a year long program of study. Eighth grade students may elect semester long courses in art, physical education, technology, and teen living.

Students with exceptionalities are typically served in the inclusion model, with remediation or enrichment provided through differentiated instruction. Support staff specializing in the exceptionalities also work with the students directly or in consultation.

## **2. English Language Curriculum**

The GMS English language curriculum includes all areas of language arts—reading, writing, speaking, listening, and viewing—that are configured into a balanced literacy program. Literacy units developed at the district level are used to actively engage students with meaningful text and to explicitly teach reading skills to use before, during, and after reading to assure comprehension. All students are assigned an additional reading class for at least one nine weeks. The students are clustered in small groups based on lexile reading levels and skill need. The instruction is differentiated within the groups to better meet individual needs. There is also an emphasis on reading in the content areas. Content specific materials, literature that includes all genres, and technology based materials are available for both teacher and student choice. The multi-media center provides access to excellent young-adult literature and technology-based research in a caring atmosphere that enhances the love of reading. Sixth grade classes also use the adopted reading textbooks. Best practices for content and substance include pre-tests, differentiated instruction, using essential questions, and providing activities that consider student learning styles. Organization of knowledge is evidenced through inquiry, rubrics, pre-assessment used for compacting, and interdisciplinary connections. Product focus is provided through the use of student developed multi-media presentations, student research, journal writing, student developed rubrics, student publications, and the use of cooperative groups. Continual feedback and reteaching by peers and teachers assures achievement.

Below-grade level readers are assured access to appropriate reading level materials and skill instruction in the configuration mentioned above, and also through a continuum of services that are provided for students with an IEP. Special education teachers are trained in special needs reading programs and offer a variety of services and programs based on documented student need. Most students are served in the regular classroom, however, small group and one-on-one instruction is also provided by special education staff.

Sustained silent reading, an emphasis on vocabulary development, required summer reading, writing in all areas of the curriculum, and data driven instruction completes the student centered language arts program.

## **3. Essential Skills and Knowledge Based on the School Mission**

GMS prepares students to be life-long learners and responsible members of society by being a student-centered school. Preparing students to learn from each other, work together in varying roles, and influence the community in which they live, is a part of the academic and related arts curriculum. Through participation in the related arts classes and various clubs, students involve themselves in projects that often benefit others. Students are also encouraged to enter competitions at the local, state, and national levels that are of special interest to them. Student success is recognized and celebrated. Student struggles are supported with small group opportunities that are voluntary, either before or after school, so that students will become responsible for seeking the extra support when needed. Related arts classes are planned around themes drawn from the content areas so that a natural integration of special projects supports and enhances the academic programs. Technology classes prepare students to develop multi-media projects, become proficient in key-boarding, and evaluate electronic resources. Using math skills, learning to make decisions based on factual information, learning to take responsibility for decisions and the consequences of those decisions, and learning life skills are part of the teen living class that all students experience. Band and chorus teach musical and performance skills with an emphasis on self-control and how to be an integral part of a larger group. Art classes allow students to analyze and study society and cultures as they relate to artistic artifacts. Students learn and experience many of the creative and expressive elements within a medium. They also learn to express their own aesthetic values through their individual art work. The related arts curriculum helps to prepare students to be life-long learners and responsible members of society by allowing students to apply essential skills and knowledge as they apply to the real world setting.

#### **4. Instructional Methods**

Teachers use a variety of instructional strategies to improve learning for all. Research based practices are used to differentiate curriculum, assessment and instruction, and to personalize the curriculum when needed. Language arts classes and social studies classes often use simulations, Socratic dialogue, small group cooperative learning, open-ended questions, think/pair/share, anticipation guides, and role playing to teach essential skills and knowledge.

Math and science classes use demonstrations, whole group discussion, research projects, writing to learn activities, and drawing the text activities. Learning stations are also used to provide appropriate opportunities to help students focus on new understandings and skills and relate them to previous ones.

All teachers use inquiry based learning. Hands-on activities also permeate the curriculum. Unit skills are pre-tested so that students are receiving instruction at the appropriate level. Multi-media presentations designed by the students, helps ensure that students have to understand ideas and not just repeat them. Teachers also allow student choice in activities and encourage the use of a wide variety of materials.

GMS uses a variety of instructional designs to improve student learning. A team-teaching model is used to facilitate learning in both sixth and seventh grades for academic courses. Eighth grade is departmentalized so that students are prepared to transition into the high school setting. A second math and reading class for each student, based on student skill level, is assigned for a minimum of one nine week period. These classes are kept to a maximum of twelve students.

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

Staff development opportunities are results-driven, standards based, and job embedded. Teachers' professional growth includes five days of training. Two of the days are designed and implemented by GMS and relate directly to the school improvement plan. Two of the days are designed and implemented by the district and offer training based on district or state initiatives.

Twelve additional hours are provided in two hour segments through-out the school year. Teacher in-put is valued and recognized in the school's plan. An emphasis is placed on teaching strategies, especially in reading. All teachers are involved in reading strategies training and also in reading in the content areas. Training in the areas of technology, curriculum standards, and accountability expectations are also included.

Many of the GMS staff members, from classroom teachers to administrators, provide the training. Staff members also attend conferences and are invited to make presentations. Consultants are also used in the professional development model.

Grassland Middle School's growth scores as reported by the state of Tennessee indicate that our professional development program is embedded in classroom practice and reflects success for all Grassland Middle School students.

6<sup>th</sup> Grade Grassland Middle School Reading Scores  
**Tennessee Comprehensive Assessment Program (TCAP)**

Grade: **6**

Test: **TCAP**

Edition/publication year: **Form L/01; Form M/02; Form N/03**

Publisher: **CTB McGraw-Hill**

Number of students in the grade in which the test was administered: **280/01; 297/02; 279/03**

What groups were excluded from testing? **Special Education students with more than 23 hours of service per week** Why, and how were they assessed? **State defined category/ Students were given TCAP-Alt.**

**Data Display Table for Reading**

*Note: Data is not disaggregated because sample is too small.*

	2002-2003	2001-2002	2000-2001
Testing Month: April			
<b>SCHOOL SCORES*</b>			
Step 1	100%	100%	100%
Progressing	100%	93%	96%
Nearing Proficiency	90%	81%	80%
Proficient	55%	46%	38%
Advanced	18%	12%	10%
Number of students tested	278	289	282
Percent of total students tested	99.6%	97%	98%
Number of students excluded	1	2	0
Percent of students excluded	< 1%	<1%	<1%
<b>SUBGROUP SCORES—Not Applicable</b>			
<b>NATIONAL SCORES</b>			
Step 1	100%	100%	100%
Progressing	71%	71%	71%
Nearing Proficiency	45%	45%	45%
Proficient	18%	18%	18%
Advanced	4%	4%	4%

\*Note: According to the *TCAP Performance Level Summary Report* it is desirable to work toward achieving proficiency by the end of the 8<sup>th</sup> grade. Please note that in this 6<sup>th</sup> grade report 47% of the students have already achieved these levels. Nationally, in Reading, most students are in Levels 1-3 in the spring of Grade 6, with a moderate percentage in Level 4 and few in Level 5. This chart reflects the percentage of students who are at or above that particular level.

6<sup>th</sup> Grade Grassland Middle School Math Scores  
**Tennessee Comprehensive Assessment Program (TCAP)**

Grade: **6**

Test: **TCAP**

Edition/publication year: **Form L/01; Form M/02; Form N/03**

Publisher: **CTB McGraw-Hill**

Number of students in the grade in which the test was administered: **280/01; 297/02; 279/03**

What groups were excluded from testing? **Special Education students with more than 23 hours of service per week** Why, and how were they assessed? **State defined category/ Students were given TCAP-Alt.**

**Data Display Table for Math**

*Note: Data is not disaggregated because sample is too small.*

	2002-2003	2001-2002	2000-2001
Testing Month: April			
SCHOOL SCORES *			
Step 1	100%	100%	100%
Progressing	97%	92%	94%
Nearing Proficiency	81%	78%	79%
Proficient	31%	33%	44%
Advanced	8%	7%	16%
Number of students tested	278	289	282
Percent of total students tested	99.6%	97%	98%
Number of students excluded	1	2	2
Percent of students excluded	< 1%	<1%	<1%
SUBGROUP SCORES—Not Applicable			
NATIONAL SCORES			
Step 1	100%	100%	100%
Progressing	64%	64%	64%
Nearing Proficiency	36%	36%	36%
Proficient	12%	12%	12%
Advanced	3%	3%	3%

\*Note: According to the *TCAP Performance Level Summary Report* it is desirable to work toward achieving a Level 4 (Proficient) or Level 5 (Advanced) by the end of Grade 8. Please note that in this 6<sup>th</sup> grade report 47% of the students have already achieved these levels. Nationally, in Math, most students are in Levels 1-2 in the spring of Grade 6, with a substantial percentage in Level 4 and few in Level 5. This chart reflects the percentage of students who are performing at or above that particular level.

7<sup>th</sup> Grade Grassland Middle School Reading Scores  
**Tennessee Comprehensive Assessment Program (TCAP)**

Grade: 7                      Test: **TCAP**

Edition/publication year: **Form L/01; Form M/02; Form N/03**

Publisher: **CTB McGraw-Hill**

Number of students in the grade in which the test was administered: **278/01; 270/02; 296/03**

What groups were excluded from testing? **Special Education students with more than 23 hours of service per week** Why, and how were they assessed? **State defined category/ Students were given TCAP-Alt.**

**Data Display Table for Reading**

*Note: Data is not disaggregated because sample is too small.*

	2002-2003	2001-2002	2000-2001
Testing Month: April			
<b>SCHOOL SCORES*</b>			
Step 1	100%	100%	100%
Progressing	98%	99%	98%
Nearing Proficiency	89%	92%	93%
Proficient	54%	55%	63%
Advanced	17%	18%	25%
Number of students tested	296	268	284
Percent of total students tested	100%	99%	**102%
Number of students excluded	0	2	2
Percent of students excluded	0%	<1%	<1%
<b>SUBGROUP SCORES—Not Applicable</b>			
<b>NATIONAL SCORES</b>			
Step 1	100%	100%	100%
Progressing	76%	76%	76%
Nearing Proficiency	54%	54%	54%
Proficient	25%	25%	25%
Advanced	6%	6%	6%

\* According to the *TCAP Performance Level Summary Report* it is desirable to work toward achieving proficiency by the end of the 8<sup>th</sup> grade. Please note that in this 6<sup>th</sup> grade report 47% of the students have already achieved these levels. Nationally, in Reading, most students are in Levels 1-3 in the spring of Grade 6, with a moderate percentage in Level 4 and few in Level 5. This chart reflects the percentage of students at or above that particular level.

\*\*May include home schooled students or students added since Preliminary Report.

8<sup>th</sup> Grade Grassland Middle School Math Scores  
**Tennessee Comprehensive Assessment Program (TCAP)**

Grade: **8**

Test: **TCAP**

Edition/publication year: **Form L/01; Form M/02; Form N/03**

Publisher: **CTB McGraw-Hill**

Number of students in the grade in which the test was administered: **290/01; 286/02; 271/03**

What groups were excluded from testing? **Special Education students with more than 23 hours of service per week** Why, and how were they assessed? **State defined category/ Students were given TCAP-Alt.**

**Data Display Table for Math**

*Note: Data is not disaggregated because sample is too small.*

	2002-2003	2001-2002	2000-2001
Testing Month: April			
<b>SCHOOL SCORES*</b>			
Step 1	100%	100%	100%
Progressing	99%	99%	99%
Nearing Proficiency	96%	95%	95%
Proficient	80%	76%	73%
Advanced	30%	36%	32%
Number of students tested	274	279	289
Percent of total students tested	**101%	97.5%	99.6%
Number of students excluded	0	2	2
Percent of students excluded	0%	<1%	<1%
<b>SUBGROUP SCORES—Not Applicable</b>			
<b>NATIONAL SCORES</b>			
Step 1	100%	100%	100%
Progressing	82%	82%	82%
Nearing Proficiency	62%	62%	62%
Proficient	33%	33%	33%
Advanced	10%	10%	10%

\*Nationally, most students are in Levels 3 and 4 in the spring of Grade 8, with a small percentage in Level 5. The chart reflects the percentage of national norm group and Grassland Middle School students who are at or above that particular level.

\*\*This reflects an increase in enrollment from the time of the Preliminary Report.

8<sup>th</sup> Grade Grassland Middle School Reading Scores  
**Tennessee Comprehensive Assessment Program (TCAP)**

Grade: **8** Test: **TCAP**

Edition/publication year: **Form L/01; Form M/02; Form N/03**

Publisher: **CTB McGraw-Hill**

Number of students in the grade in which the test was administered: **290/01; 286/02; 271/03**

What groups were excluded from testing? **Special Education students with more than 23 hours of service per week** Why, and how were they assessed? **State defined category/ Students were given TCAP-Alt.**

**Data Display Table for Reading**

*Note: Data is not disaggregated because sample is too small.*

	2002-2003	2001-2002	2000-2001
Testing Month: April			
<b>SCHOOL SCORES*</b>			
Step 1	100%	100%	100%
Progressing	100%	100%	98%
Nearing Proficiency	97%	96%	92%
Proficient	75%	72%	63%
Advanced	38%	27%	25%
Number of students tested	274	279	289
Percent of total students tested	**101%	97.5%	99.6%
Number of students excluded	0	2	2
Percent of students excluded	0%	<1%	<1%
<b>SUBGROUP SCORES—Not Applicable</b>			
<b>NATIONAL SCORES</b>			
Step 1	100%	100%	100%
Progressing	81%	81%	81%
Nearing Proficiency	62%	62%	62%
Proficient	33%	33%	33%
Advanced	10%	10%	10%

\*Nationally, most students are in Levels 3 and 4 in the spring of Grade 8, with a small percentage in Level 5. The chart reflects the percentage of national norm group and Grassland Middle School students who are at or above that particular level.

\*\*This reflects an increase in enrollment from the time of the Preliminary Report.

8<sup>th</sup> Grade Grassland Middle School Math Scores  
**Tennessee Comprehensive Assessment Program (TCAP)**

Grade: **8**

Test: **TCAP**

Edition/publication year: **Form L/01; Form M/02; Form N/03**

Publisher: **CTB McGraw-Hill**

Number of students in the grade in which the test was administered: **290/01; 286/02; 271/03**

What groups were excluded from testing? **Special Education students with more than 23 hours of service per week** Why, and how were they assessed? **State defined category/ Students were given TCAP-Alt.**

**Data Display Table for Math**

*Note: Data is not disaggregated because sample is too small.*

	2002-2003	2001-2002	2000-2001
Testing Month: April			
<b>SCHOOL SCORES*</b>			
Step 1	100%	100%	100%
Progressing	99%	99%	99%
Nearing Proficiency	96%	95%	95%
Proficient	80%	76%	73%
Advanced	30%	36%	32%
Number of students tested	274	279	289
Percent of total students tested	**101%	97.5%	99.6%
Number of students excluded	0	2	2
Percent of students excluded	0%	<1%	<1%
<b>SUBGROUP SCORES—Not Applicable</b>			
<b>NATIONAL SCORES</b>			
Step 1	100%	100%	100%
Progressing	82%	82%	82%
Nearing Proficiency	62%	62%	62%
Proficient	33%	33%	33%
Advanced	10%	10%	10%

\*Nationally, most students are in Levels 3 and 4 in the spring of Grade 8, with a small percentage in Level 5. The chart reflects the percentage of national norm group and Grassland Middle School students who are at or above that particular level.

\*\*This reflects an increase in enrollment from the time of the Preliminary Report.