

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Jewell McGhee-Rader

Official School Name Indian Lake Elementary School

School Mailing Address 505 Indian Lake Road

Hendersonville, TN 37075-4600

Telephone (615)824-6810 Fax (615)264-6064

Website/URL www.ileonline.org E-mail mcgheej@k12tn.net

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.

Date _____
(Principal's Signature)

Name of Superintendent/Director Mr. Merrol N. Hyde, Director

District Name Sumner County School Board Telephone (615)451-5200

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.

Date _____
(Superintendent's/Director's Signature)

Name of School Board President/Chairperson Mr. Will Duncan, Chairperson

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.

Date _____
(School Board President's/Chairperson's Signature)

PART 1 – 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 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 the information necessary to investigate a civil rights complaint or 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

1. Number of schools in the district:
- | | |
|----|---------------------------|
| 24 | Elementary schools |
| 10 | Middle schools |
| | Junior high schools |
| 8 | High schools |
| 2 | Other (Briefly Explain) * |
| 44 | TOTAL |

*Our district provides a night school for students and adults who need to retake courses or wish to graduate school. An alternative school is provided for students who have been suspended from regular school.

2. District Per Pupil Expenditure: \$5,860.00

Average State Per Pupil Expenditure: \$6,648.16

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. 9 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	Grand Total
K	46	43	89
1	43	41	84
2	42	33	75
3	52	47	99
4	43	31	74
5	38	44	82
6	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL			503

6. Racial/ethnic composition of the students in the school:

96 % White
1 % Black or African American
1 % Hispanic of Latino
1 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
 100% Total

7. Student turnover, or mobility rate, during the past year: 3.5 %

(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 to the school after October 1 until the end of the year.	10
(2)	Number of students who transferred from the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	511
(5)	Subtotal in row (3) divided by total in row (4)	.035
(6)	Amount in row (5) multiplied by 100	3.5

8. Limited English Proficient students in the school: 1 %
1 Total Number Limited English Proficient

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

9. Students eligible for free/reduced-priced meals: 1 %
5 Total Number Students Who Qualify

10. Students receiving special education services: 11.4 %
58 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 29 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> 1 </u> Visual Impairment Including
<u> 18 </u> Gifted (falls under special education)	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>	<u> </u>
Classroom teachers	<u> 25 </u>	<u> </u>
Special resource teachers/specialists	<u> 6 </u>	<u> 1 </u>
Paraprofessionals	<u> 4 </u>	<u> 1 </u>
Support Staff	<u> 12 </u>	<u> </u>
Total Number	<u> 48 </u>	<u> 2 </u>

12. Average school student-“classroom teacher” ratio: 20.4

13. Teacher and Student Attendance Rate

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.1%	97.3%	97.6%	98.0%	96.6%
Daily teacher attendance	96%	97%	96%	96%	96%
Teacher turnover rate	1%	3%	3%	1%	5%

PART III: SUMMARY

Indian Lake Elementary School* is situated on a nine-acre campus on a peninsula of Old Hickory Lake in Hendersonville, Tennessee, a suburb of Nashville. Our school serves students who live in the middle to upper-middle class neighborhoods that surround the campus. The school is part of the Sumner County School System. ILES operates under the guidance of the Director of Sumner County Schools in concert with the Board of Education.

Constructed in 1979, the classroom arrangement consists of four pods, and two class halls on the north and south ends of the school. Each pod and class hall is dedicated to one grade group from kindergarten to fifth grade. Special area classes are scattered throughout the building. One portable classroom is being used for music instruction. There are playgrounds on both ends of the school with age-appropriate equipment. A park with picnic tables is also located at one end of the school.

The mission of ILES is to educate the whole child mentally, physically, socially, and creatively. We wish to instill within each child the desire to become a responsible, caring citizen who utilizes reading to achieve life-long learning. We believe it is important that students are given the opportunity to experience and discover learning through a variety of teaching strategies. Instruction is designed and implemented that supports individual differences and growth. In our statement of beliefs, the stakeholders of our school have stated the role of the school is to nurture the whole child in order to encourage self-confidence and respect for others. Children are challenged to reach their individual potential. Teachers, staff, and the community communicate and cooperate to create a safe environment conducive to learning. Our motto is “Chasing Perfection, Catching Excellence.”

ILES has twenty-five heterogeneous classrooms. The curriculum provides students with math, reading, science, social studies, and language instruction daily in the classrooms. The students receive one hour each of music, art, library, and physical education instruction weekly outside the classroom. In addition, the school Parent Teacher Organization funds a computer lab that each classroom accesses for a minimum of thirty minutes a week. Writing to Read is provided daily for kindergarten classes for half of the year, and for first grade classes the other half.

To meet the needs of every student, special education services are granted to eligible students and a counseling program responds to both developmental and special needs guidance for students and parents. A full-time academic instructor, a part-time speech/language therapist, and an assistant provide special education services. Resource students are served through “pullout” programs and inclusion in the regular classroom setting. Special speech/language instruction is provided as dictated by individualized education plans. The county school system further provides support in testing, ESL, and occupational therapy. The counseling program has individual, small group, and whole group counseling services for issues that include divorce, grief, and study skills. Intellectually gifted students participate in special pullout enrichment classes grouped by grade level.

* Indian Lake Elementary School hereinafter referred to as ILES.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV:Question 1

Students at ILES in third through fifth grades are annually administered the Terra Nova Achievement Tests, as part of the Tennessee Comprehensive Assessment Program (TCAP). Questions on this test include both norm reference and criterion reference items. For scoring purposes, some questions count in both categories. The purpose of the test is to provide a measure of knowledge and application skills in all academic areas. In addition, fifth grade students are administered a separate Writing Assessment and the results are calculated with reading/language to determine AYP scores. The state of Tennessee bases AYP data for the school year 2002/2003 on third and fifth grade test results.

Our results indicate that 97.4% of the students in third and fifth are proficient or advanced in math. Analysis of the larger percentage finds that 84.5% of target students classified as advanced and 12.7% classified as proficient. We can break this down by grade level to show that in third grade, 89% of the students were classified advanced, 8% proficient, and 3% below proficient. In a breakdown of fifth grade results, 80% classified as advanced, 17% as proficient, and 2% as below proficient.

In reading/language (which includes writing assessment results), 98.7 % of ILES students in third and fifth grades scored proficient or advanced. Of this larger percentage, 72.6% of the target students scored as advanced and 25.8% as proficient. In third grade, 79% of the students were designated as advanced, 19% as proficient, and 1% as below proficient. Fifth grade results indicate that 76% of the students are advanced, 22% are proficient, and 2% are below proficient. While preparing this document, we noticed a slight statistical difference in the results between the Norm and Criterion-Referenced Tests in the state prepared analysis. Overall, the total percentage of advanced, proficient, and below proficient remains the same.

Historically, Terra Nova has been comprised of norm reference items only. Indian Lake student achievement has been in the top ten percent of schools in the state as measured by state tests of reading and mathematics for at least the last five years. A review of the 2002/2003 norm reference test results indicates performance equally as strong as the criterion reference test results stated above. Our students score at the highest levels in both test formats.

When compared to state and national test expectations, ILES third, fourth, and fifth grade composite scores are significantly above average. The Total Battery scores, which averages scores for reading, language, and math, are for third grade 93.5%, for fourth grade 87.2%, and fifth grade 88.4%. As an example of further delineation, when Math Composite scores alone are scrutinized, the third grade scored 97.2%, fourth grade scored 85.9%, and fifth grade scored 90.9%. In comparison, state average Math Composite scores were third grade, 67%, fourth grade 61%, and fifth grade 62%. Nationally, a score over 75% is considered above average for the Total Battery and the Math Composite scores indicated above.

Part IV: Question 2

Analysis of all norm reference and criterion reference assessment data is a critical aspect of the success our staff and administration has had in meeting the educational needs of every student. The impact of data is pervasive. It drives instruction in the classroom, school-wide and grade-level planning (both immediate and long range), professional development, communication between grade teams, materials purchased, and budgeting of time. Assessment reports received from the state are shared and analyzed school wide, at grade level, and with each teacher. These conferences include administrators and county personnel. School committees use the data to determine organizational and instructional weaknesses, and to pinpoint areas on which to focus when formulating the collaborative school improvement plan. Assessment data is used to place students correctly on the continuum of curriculum strands to maximize instructional effectiveness. In addition, teachers are instructed on using test data to improve classroom instructional methods and management. Teachers use classroom analysis to pinpoint their areas of strengths and weaknesses and share outcomes with grade team members. Sharing allows successes to be filtered across grade teams. Finally, portions of authentic classroom assessment are designed around the language, style, and structure of state assessment, thereby insuring that the students are not disadvantaged by a lack of familiarity with test format.

Part IV: Question 3

ILES strives to communicate clearly and quickly individual student and school achievement data to all stakeholders. Report cards are sent home each six weeks and averages are shared with parents at three-week intervals. An individual student's achievement is shared with the community by posting and publishing honor roll lists. Students that demonstrate outstanding citizenship are recognized each grading period and their pictures are published in the local newspaper.

Individual and classroom Terra Nova performance data is received and dispersed at the end of the school year. Each student's test results are enclosed with the final report card. The data is distributed with details and guidelines on how to analyze the results so parents can interpret information and come to a meaningful understanding of their child's strengths and weaknesses. Parent conferences are scheduled anytime any stakeholder is concerned about an individual child's performance but each school year the principal initiates a contact with a child's caregiver to set up a conference time to share individual instructional plans for each student. Terra Nova Test results, broken down by school and grade-level, are published in local and state newspapers.

Our principal presents a power point program to the parents and the community that includes an explanation of ILES and Sumner County's test results and highlights student achievements. Online benchmark tests are given three times each year, and test results are shared with parents. This data highlights a child's progress toward mastery of grade level knowledge and process skills in language arts and math. The knowledge and skills tested by these benchmark tests are aligned with state curriculum guidelines for each subject and grade level.

In addition, our visual arts teacher places students' work on display in the school and at local businesses and area art shows. The performing arts teacher prepares grade-level performances throughout the year that highlight student achievement and trains a choral group to

perform at community events. We celebrate student achievement in writing by hosting an author's tea each spring. Books written and created by the students are displayed and shared with parents and interested community leaders.

Part IV: Question 4

ILES administrators and staff believe in an "open door" policy. We welcome any and all observers into our school and classrooms. We search out opportunities to share ideas, procedures, practices, and routines with other schools in the county and state. Our principal presented a power point program to the Sumner County Education Commission that outlined our formula for success. We take part each five years in the Southern Association of Colleges and Schools Accreditation Program that is reviewed by and shared with educators from across the state. We share with state administrators and other interested educators our successes and our plans for the future by annually updating data for our School Improvement Plan to the State Board of Education. Individual teachers' science classes are filmed and student journals are copied to share when training other teachers within our county and other county systems. ILES teachers plan and lead county training classes on a variety of subjects. We participate in county grade level meetings where ideas and teaching methods are presented and shared. Individual ILES teachers mentor and train student teachers from Middle Tennessee State University, Tennessee State University, and Western Kentucky University. Administrators and staff members attend state and national professional conferences. Sumner County's Curriculum Coordinator routinely observes teachers' procedures and methods and shares these with other teachers and coordinators in the county. Samples of selected students' work are entered in the Celebrate Literacy Contest (sponsored by the International Reading Association) where the work is judged and reviewed by other educators in the state. In addition, students in fourth grade participate in an annual university sponsored Invention Convention. Selected students' work is again placed on display and reviewed by educators from other schools.

PART V – CURRICULUM AND INSTRUCTION

Part V: Question 1

The Sumner County Board of Education and ILES are required by state mandate to follow Tennessee Board of Education developed curriculum guidelines for academic areas K-8. It is the scope and sequence herein to which ILES responds. The criterion reference items on Terra Nova are grouped into categories based on themes and student performance indicators (SPIs). The heart of our core curriculum is reflected in the SPIs. The curriculum set forth by the State of Tennessee presents minimum standards. ILES staff and administration work hard to help students meet and exceed these expectations. Each teacher at ILES is provided with copies of the guidelines and a list of SPIs for each curriculum area. Other curriculum resources include textbooks selected by a committee of Sumner County teachers from an approved list that align with state guidelines.

English/Language Arts Curriculum is divided into three areas: reading, writing, and elements of language. The reading strand for K-5 is based on International Reading Association Standards and The National Reading Panel Standards and carries students from identification of simple sounds to the sequencing of nonfiction textual information. Ongoing assessment is used to determine where on the continuum individual students fall. Writing and elements of language cannot be teased from reading due to their intimate integration with reading skills.

Tennessee has divided the math curriculum into five areas: numbers and operations, algebra, geometry, measurement, and data analysis/probability. These strands structure the mathematical concepts for K-5 and are completely integrated with the mathematical process skills of problem solving, reasoning, communication, connections, and representation. Tennessee curriculum strands mirror those of the National Council of Teachers of Mathematics. ILES teachers employ a variety of curriculum resources to insure that each child has a working understanding of computation and the ability to utilize process skills appropriate to their developmental ability.

Instruction for science and social studies is also driven by the State of Tennessee curriculum standards. Science instruction is based on strands developed by the National Science Foundation. The curriculum can be divided into major categories that include life science, earth and space science, and physical science. Sumner County is a member of a four-county consortium that supplies training and science kit materials for first through fifth grade classrooms. The curriculum is structured for hands-on experimentation and fully integrates the practice of science process skills into the curriculum. First through fifth grades each receive three kits designed to last six weeks and have supplemental textbooks that address additional state and national science standards. The Social Studies curriculum has six strands: culture, economics, geography, governance and civics, history, and human interactions. These academic strands are also governed by the development of process skills that include acquiring information, analysis of data, communication, and historical analysis.

All students are engaged in the content areas in levels that are appropriate to their developmental ability and learning. Learning in the content areas is enhanced by the scope and sequence of instruction provided by the visual and performing arts teachers. In addition, the media specialist, physical education teacher, guidance counselor, and computer lab technician round out the efforts of ILES to provide the strongest possible education for their students.

Part V: Question 2

The reading curriculum for ILES is intimately tied to Tennessee State Standards. As previously indicated, the reading strand for K-5 was developed to mirror International Reading Association Standards and standards developed by The National Reading Panel. The basal reading program and supporting materials were selected by a committee of Sumner County teachers from a list of state approved systems that are organized to parallel state developed guidelines and benchmarks. The selected basal reading package provides a variety of materials for each grade level that convey age appropriate skill lessons at a range of developmental levels. ILES stakeholders made the decision to enhance the basal program with the addition of Accelerated Reader/Renaissance Reading Program (a computer based information system for testing reading comprehension skills), Star Reading (a computer-adapted reading assessment program), and Edutest (an online norm and criterion reference assessment program). The Renaissance program allows students daily silent reading time using age appropriate and developmentally appropriate trade books. The program taps into each child's individual interest by presenting them with a large variety of trade books in a specified range that insures growth and success. The Star Reading Program is a diagnostic testing systems used at ILES to pinpoint individual student levels, document student growth, and provide diagnostic and prescriptive elements to encourage and promote optimal growth in reading. Edutest, an online assessment program, is used to document the students' specific areas of need and it also measures growth during the school year for the individual student and the classroom.

Part V: Question 3

When considered in concert with the ILES mission, our mathematics curriculum is designed to educate the whole child and instill in that child the desire to achieve life-long learning. The mathematics curriculum at ILES integrates subject matter with the development of process skills, highlights the development of problem solving competency, and encourages individualization of instruction. This is carried out under the guidance of a system that uses authentic assessment to keep each student moving forward. Skills are continuously assessed using pretests and posttests and students are accurately placed on the continuum that is academically and developmentally appropriate. Each classroom is provided with adequate manipulative materials that are routinely used to meet the needs of each student. A large number of the staff has received training on visual math methods. Those teachers then share the methods learned with the rest of the faculty and grade group members. These instructional methods are used to enhance textbook instruction. The textbook was adopted by the county from a list of textbooks aligned with state and national standards. Each lesson can be taught to meet the diverse developmental needs that are found in the modern classroom. As a supplement, ILES has implemented Accelerated Math and Star Math to bolster the ability of the curriculum to individualize development of knowledge and skill. Star Math is a diagnostic-testing system that pinpoints a student's previous learning and suggests appropriate placement of the student in the Accelerated Math Program. Accelerated Math provides students with an opportunity to practice math skills independently and receive immediate feedback on progress toward mastery of new goals. At ILES, high expectations, diverse materials, parent support, and teacher training work together to promote the development of mathematical literacy that exceeds conventional wisdom.

Part V: Question 4

ILES educators have received extensive training on the use of brain-based teaching strategies and the use of problem-based units. These strategies are used to ignite an interest in subject matter and promote the development of higher order thinking skills. Lessons routinely utilize words like analyze, compare, contrast, classify, hypothesize, web, observe, predict and record. We use strategies that engage students and make them active participants in the learning process, thereby increasing the likelihood that all students will experience the desired outcome for learning.

Teachers have been provided and trained in a plethora of strategies that have been tested for effectiveness by solid academic research. Decisions about the instructional strategies employed in the regular education, special education, and in all special areas are based on authentic and ongoing classroom assessment of our student population. In addition, the staff of our school has routinely received instruction concerning research data that pinpoints the most effective classroom strategies. The most recent presentation, on Marzano's research, reinforces decisions concerning effective classroom methods. Our principal has followed up these programs by requesting that every grade-team and special area teacher report weekly on strategies used for each major curriculum strand, insuring that only the most effective methods are employed across the school.

In our effort to insure a successful experience for all students, the staff and administration works to promote open communication among grade-teams and reflection teams members. Staff training and communication insures that instructional effectiveness is perpetuated and strategies that are not as effective for our population of students are either discarded or reworked. Teachers have received training on connecting learning across the curriculum, and matching instructional strategies to the different modality needs of the individual child.

Part V: Question 5

Professional development at ILES is designed by a committee of classroom teachers in response to (1) evident trends in achievement of the student population, (2) identified concerns in the state mandated school improvement plan, and (3) expressed needs from the faculty and staff. The impact of any professional development is measured using student achievement data and questionnaires completed by the staff and other concerned stakeholders. As a result of our professional development program, student achievement has improved significantly. Reading Composite scores have gained from 80.5% to 93.5% in third grade, from 85% to 87.2% in fourth grade, and from 79.6% to 88.4% in fifth grade between 1998 and 2003. Math Composite scores have gained from 80% to 97.2% in third grade, and from 76.6% to 90.9% in fifth grade during the same time period. Listed on the next page are some of the staff development programs that were presented to our educators in the last several years.

Staff Development Programs

Guided Reading	Training in Reading Renaissance
Problem-based Learning (I and II)	Training in Math Renaissance
Brain-based Learning and Teaching Strategies	Math in Motion
Marzano's Classroom Strategies that Work	Building Teamwork through Reflection
Math in Motion	Visual Math
Making Algebra Child's Play	Marie Carbo's Reading Styles

STATE CRITERION-REFERENCED TESTS
READING & LANGUAGE ARTS

Grade 3

TCAP Terra Nova Test

Edition/publication year 1997 Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 72

Number of students who took the test 72

What groups were excluded from the testing? Why, and how were they assessed? None

0 Number Excluded

0 Percent Excluded

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with test can interpret the results.

The Tennessee State Standards require students to be at the proficient level or above in a Reading/Language/Writing Composite is 77.1.

DATA DISPLAY

Reading/Language Grade 3

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month (April 2003)					
SCHOOL SCORES		*	*	*	*
% At or Above Basic	98 %				
% At or Above Proficient	19%				
% At Advanced	79%				
Number of Students Tested	72				
Percent of total Students Tested	100%				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES	**	**	**	**	**
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
STATE SCORES					
% At or Above Basic	80%				
State Mean Score	***				
% At or Above Proficient	49%				
State Mean Score	***				
% At Advanced	31%				
State Mean Score	***				

* 2002-2003 is the first year Tennessee has added the Criterion-Referenced to the test data for grades three and five.

** The number of subgroups students fall well below national cut off of 44.

*** State Mean Scores are not available at this time.

STATE CRITERION-REFERENCED TESTS
READING & LANGUAGE ARTS

Grade 5

TCAP Terra Nova Test

Edition/publication year 1997 Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 88

Number of students who took the test 88

What groups were excluded from the testing? Why, and how were they assessed? None

0 Number Excluded

0 Percent Excluded

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with test can interpret the results.

The Tennessee state standards require students to be at the proficient level or above in a Reading/Language/Writing Composite is 77.1.

DATA DISPLAY

Reading/Language Grade 5

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month (April 2003)		*	*	*	*
SCHOOL SCORES					
% At or Above Basic	98%				
% At or Above Proficient	22%				
% At Advanced	76%				
Number of Students Tested	88				
Percent of total Students Tested	100%				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES	**	**	**	**	**
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
STATE SCORES					
% At or Above Basic	79%				
State Mean Score	***				
% At or Above Proficient	48%				
State Mean Score	***				
% At Advanced	31%				
State Mean Score	***				

* 2002-2003 is the first year Tennessee has added the Criterion-Referenced to the test data for grades three and five.

** The number of sub-groups students fall well below national cut off of 44.

*** State mean scores are not available at this time.

STATE CRITERION-REFERENCED TESTS
MATHEMATICS

Grade 3

TCAP Terra Nova Test

Edition/publication year 1997 Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 72

Number of students who took the test 72

What groups were excluded from the testing? Why, and how were they assessed? None

0 Number Excluded

0 Percent Excluded

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with test can interpret the results.

The Tennessee state standards require students to be at the proficient level or above in math to be 72.4.

DATA DISPLAY

Mathematics Grade 3

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month (April 2003)	*	*	*	*	*
SCHOOL SCORES					
% At or Above Basic	97%				
% At or Above Proficient	8%				
% At Advanced	89%				
Number of Students Tested	72				
Percent of total Students Tested	100%				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES					
	**	**	**	**	**
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
STATE SCORES					
% At or Above Basic	79%				
State Mean Score	***				
% At or Above Proficient	48%				
State Mean Score	***				
% At Advanced	31%				
State Mean Score	***				

* 2002-2003 is the first year Tennessee has added the Criterion-Referenced to the test data for grades three and five.

** The number of sub-groups students fall well below national cut off of 44.

*** State mean scores are not available at this time.

STATE CRITERION-REFERENCED TESTS

MATHEMATICS

Grade 5

TCAP Terra Nova Test

Edition/publication year 1997 Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 88

Number of students who took the test 88

What groups were excluded from the testing? Why, and how were they assessed? None

0 Number Excluded

0 Percent Excluded

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with test can interpret the results.

The Tennessee state standards require students to be at the proficient level or above in math to be 72.4.

DATA DISPLAY

Mathematics Grade 5

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month (April 2003)		*	*	*	*
SCHOOL SCORES					
% At or Above Basic	97%				
% At or Above Proficient	17%				
% At Advanced	80%				
Number of Students Tested	88				
Percent of total Students Tested	100%				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES	**	**	**	**	**
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
STATE SCORES					
% At or Above Basic	80%				
State Mean Score	***				
% At or Above Proficient	49%				
State Mean Score	***				
% At Advanced	31%				
State Mean Score	***				

* 2002-2003 is the first year Tennessee has added the Criterion-Referenced to the test data for grades three and five.

** The number of sub-groups students fall well below national cut off of 44.

*** State mean scores are not available at this time.

DATA DISPLAY

**2003 Tennessee No Child Left Behind
School Report**

	School	White	Subgroups	School	White
Testing Month (April 2003)					
MATH SCORES			*		
% Below Proficient	2.6%	2.6%			
% Proficient	12.7%	12.3%			
% Advanced	84.7%	85.1%			
% Proficient + Advanced	97.4%	97.4			
Number of Students Tested	159	155			
% Tested	100%	100%			
READING/LANGUAGE SCORES			*		
% Below Proficient	1.6%	1.6%			
% Proficient	25.8%	24.9%			
% Advanced	72.6%	73.5%			
% Proficient + Advanced	98.4%	98.4%			
Number of Students Tested	159	155			
% Tested	100%	100%			
ATTENDANCE RATE	97%				
NCLB BENCHMARKS ACHIEVED					
% Tested Math				Yes	Yes
% Tested Reading/Language				Yes	Yes
% Prof/Adv Math				Yes	Yes
% Prof/Adv Reading/Language				Yes	Yes
K-8 Attendance Rate				Yes	
Met AYP				Yes	Yes

* The number of sub-group students fall well below national cut off of 44.

NATIONAL NORM ASSESSMENTS

Grade 3

Reading/Language Test

Edition/publication year 1997 Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 72

Number of students who took the test 72

What groups were excluded from the testing? Why, and how were they assessed? None

Scores that are reported here as : NCEs Scaled Scores Percentiles X

	2003-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month April					
SCHOOL SCORES					
Total Score	93.5%	88.9%	85.4%	84.4%	80.5%
Number of Students Tested	72				
Percent of Total Students Tested	100%				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES	*	*	*	*	*
1. _____ (specify subgroup)					
Number of Students Tested					
2. _____ (specify subgroup)					
Number of Students Tested					
3. _____ (specify subgroup)					
Number of Students Tested					
4. _____ (specify subgroup)					
Number of Students Tested					

* All subgroups are below national number of 44.

NATIONAL NORM ASSESSMENTS

Grade 4

Reading/Language Test

Edition/publication year 1997 Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 93

Number of students who took the test 93

What groups were excluded from the testing? Why, and how were they assessed? None

Scores that are reported here as: NCEs _____ Scaled Scores _____ Percentiles X

	2003-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month April					
SCHOOL SCORES					
Total Score	87.2%	81.7%	86.1%	83.7%	85.1%
Number of Students Tested	93				
Percent of Total Students Tested	100				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES	*	*	*	*	*
1. _____ (specify subgroup)					
Number of Students Tested					
2. _____ (specify subgroup)					
Number of Students Tested					
3. _____ (specify subgroup)					
Number of Students Tested					
4. _____ (specify subgroup)					
Number of Students Tested					

* All subgroups are below national number of 44.

NATIONAL NORM ASSESSMENTS

Grade 5

Reading/Language/Writing Test

Edition/publication year 1997 Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 88

Number of students who took the test 88

What groups were excluded from the testing? Why, and how were they assessed? None

Scores that are reported here as : NCEs Scaled Scores Percentiles X

	2003-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month April					
SCHOOL SCORES					
Total Score	88.4%	78.5%	83.95%	84.1%	79.6%
Number of Students Tested	88				
Percent of Total Students Tested	100				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES					
1. _____ (specify subgroup)	*	*	*	*	*
Number of Students Tested					
2. _____ (specify subgroup)					
Number of Students Tested					
3. _____ (specify subgroup)					
Number of Students Tested					
4. _____ (specify subgroup)					
Number of Students Tested					

* All subgroups are below national number of 44.

NATIONAL NORM ASSESSMENTS

Grade 3

Mathematics Test

Edition/publication year 1997

Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 72

Number of students who took the test 72

What groups were excluded from the testing? Why, and how were they assessed? None

Scores that are reported here as: NCEs _____ Scaled Scores _____ Percentiles X

	2003-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month April					
SCHOOL SCORES					
Total Score	97.2%	94.4%	93.6%	86.0%	80.0%
Number of Students Tested	72				
Percent of Total Students Tested	100				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES					
1. _____ (specify subgroup)	*	*	*	*	*
Number of Students Tested					
2. _____ (specify subgroup)					
Number of Students Tested					
3. _____ (specify subgroup)					
Number of Students Tested					
4. _____ (specify subgroup)					
Number of Students Tested					

* All subgroups are below national number of 44.

NATIONAL NORM ASSESSMENTS

Grade 4

Mathematics Test

Edition/publication year 1997

Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 94

Number of students who took the test 94

What groups were excluded from the testing? Why, and how were they assessed? None

Scores that are reported here as : NCEs Scaled Scores Percentiles X

	2003-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month April					
SCHOOL SCORES					
Total Score	85.9%	84.3%	88.7%	82.9%	90.4%
Number of Students Tested	94				
Percent of Total Students Tested	100%				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES	*	*	*	*	*
1. _____ (specify subgroup)					
Number of Students Tested					
2. _____ (specify subgroup)					
Number of Students Tested					
3. _____ (specify subgroup)					
Number of Students Tested					
4. _____ (specify subgroup)					
Number of Students Tested					

* All subgroups are below national number of 44.

NATIONAL NORM ASSESSMENTS

Grade 5

Reading/Language Test

Edition/publication year 1997 Publisher CTB/McGraw-Hill

Number of students in the grade in which the test was administered 88

Number of students who took the test 88

What groups were excluded from the testing? Why, and how were they assessed? None

Scores that are reported here as : NCEs Scaled Scores Percentiles X

	2003-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month April					
SCHOOL SCORES					
Total Score	90.9%	79.0%	80.4%	87.0%	76.6%
Number of Students Tested	88				
Percent of Total Students Tested	100%				
Number of Students Excluded	0				
Percent of Students Excluded	0				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of Students Tested					
2. _____ (specify subgroup)					
Number of Students Tested					
3. _____ (specify subgroup)					
Number of Students Tested					
4. _____ (specify subgroup)					
Number of Students Tested					

* All subgroups are below national number of 44.