

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

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

Name of Principal: Mrs. Rise' Pope

Official School Name: Rose Park Math/Science Middle Magnet

School Mailing Address:  
1025 9th Avenue South  
Nashville, TN 37203-4763

County: Davidson State School Code Number\*: 675

Telephone: (615) 291-6405 Fax: (615) 291-6337

Web site/URL: www.mnps.org E-mail: rise.pope@mnps.org

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

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

Name of Superintendent\*: Dr. Jesse Register

District Name: Metropolitan Nashville Public Schools Tel: (615) 259-8400

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

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

Name of School Board President/Chairperson: Mr. David Fox

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

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- |            |                     |
|------------|---------------------|
| 74         | Elementary schools  |
| 36         | Middle schools      |
| 0          | Junior high schools |
| 16         | High schools        |
| 13         | Other               |
| <b>139</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9239

Average State Per Pupil Expenditure: 7249

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

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

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	37	42	79
K	0	0	0	8	25	44	69
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	52	59	111	Other	0	0	0
6	55	55	110				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							369

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ 2 % Asian  
 \_\_\_\_\_ 68 % Black or African American  
 \_\_\_\_\_ 6 % Hispanic or Latino  
 \_\_\_\_\_ 0 % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 24 % White  
 \_\_\_\_\_ 0 % Two or more races  
 \_\_\_\_\_ **100 % Total**

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1.	295
(5)	Total transferred students in row (3) divided by total students in row (4).	0.068
(6)	Amount in row (5) multiplied by 100.	6.780

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 3

Specify languages:

Spanish, Arabic

9. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 204

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>14</u>	<u>0</u>
Total number	<u>41</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	97%	96%
Daily teacher attendance	94%	92%	90%	90%	90%
Teacher turnover rate	19%	15%	19%	15%	17%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The Rose Park faculty has averaged 21 educators; the student population declined in 2005-2006, but has consistently increased since then. Of the 19 teachers who have left, 1 was promoted to Assistant Principal, 2 were asked to leave and the balance chose to either move closer to home, move to another district or made career changes. We have had 3 teachers who left to pursue other avenues, but returned. The 1st principal retired and the 2nd chose an administrative role within the MNPS system. During this period, 12 teacher on the roster began with the magnet program.

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

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

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Rose Park Magnet Middle School (RPMMS) is an urban school serving students in 5th through 8th grade using a curriculum emphasizing math and science. Located close to the down town Nashville area and within walking distance of Belmont University, the school is easily accessed from major thoroughfares. The facility was built in 1962 and has served as a high school, junior/middle school and elementary school. Only recently – 2008 – was the school rendered American Disabilities Act compliant.

In 2003, the Metropolitan Nashville Public School District (MNPS) re-configured RPMMS from a community 5th-6th grade school to a magnet format. All students enter the school through a lottery process, but 33% of the available space is reserved for students who live in the surrounding area should they choose to apply. Students represent 19 zip codes throughout Davidson County. Within a 2 mile radius housing includes small home owners, public housing and revitalized areas.

When RPMMS became a magnet school, the faculty and parents developed the mission statement: to provide a high-quality educational program with a curriculum emphasis on math and science utilizing an interdisciplinary, hands-on approach in a safe, orderly and nurturing environment. Tennessee State Standards provide the base for all lessons; however, teachers actively collaborate to plan interdisciplinary projects and lessons. The library program incorporates research and technology skills in collaborative lessons. The Guidance program actively teaches team building, self monitoring skills and agenda use skills. A major advantage to a small school is that the staff and faculty have more face time with students to monitor behavior, bullying issues and academic status. Three teachers are currently completing their certification: the physical education teacher, band instructor, and a general 7th/8th grade teacher. Of the 24 faculty members: 1/3 have +30, 1/3 have Masters, and 1/3 have Bachelor degrees. Three have administrative degrees. Two members of our team have been awarded the district's Teacher of the Year. The faculty also represents a range of age and teaching experience. This balance and the strength of core teams results in a cohesive school philosophy.

Parents are a major key to school success. Faculty and parents have frequent communication via regular (usually weekly) progress reports, e-mails, agendas, phone calls, or conferences. Additionally, an active Parent Teacher Student Organization supports school events with manpower and financial support. They host student events such as a Valentine's Dance, provide financial awards for Science Fair, support teacher classroom needs, and have lobbied the school board. The school web page is maintained to be current and serves as a communication tool as well as a resource for parents including the Parent Involvement Policy and the Student/Family/Teacher Compact.

Rose Park is fortunate to have community involvement. Vanderbilt has an on-going program embedded with our faculty. Adventure Science Center is an integral part of Rose Park's science program. Classes can walk to the center and have access to a remote wetlands area. The staff at Adventure Science Center also brings science programs to the school. An after school club (ACES) meets regularly at the center. Belmont Church is another Pencil Partner and assists with various activities as well. A variety of other resources support the Rose Park community including a Metro Nashville Police officer, Back Field in Motion, and Project Neighborhood.

Title I monies are used to acquire technology, purchase school supplies, contribute toward professional development and to communicate with parents. The school holds a minimum of two school wide meetings to discuss the use of funding and to inform parents of No Child Left Behind status. Other events include Math and Science Night, band concerts, Honor Assemblies, and PTO events.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Tennessee Comprehensive Assessment Program (TCAP) is given to Rose Park Magnet students in grades 5 through 8 every year in April. This assessment is criterion-referenced, which means that a student's performance is measured against specific standards. This assessment is also used, in accordance with No Child Left Behind, to determine Adequate Yearly Progress (AYP). Rose Park Magnet has been in good standing for the last three years, meeting AYP benchmarks.

The assessment results are divided into three performance levels: Below Proficient, Proficient, and Advanced. The past three years, the percentage of students at Rose Park scoring Proficient/ Advanced in Reading/Language Arts has increased from 90.2% in 2006 to 93.9% in 2008. In Math, the students showed an increase in Proficient/Advanced scores from 89.4% in '06 to 90.5 % in '08. The most significant gain was found within the Special Education subgroup, which showed an increase in Reading/Language Arts from 36.4% in 2006 to 71.4% in 2008 and in Math, an increase from 40.9% in '06 to 57.1% in '08. The African American subgroup made a gain from 87.3% in '05 to 91.8% in '08. in R/LA. This population also increased the percentage of students achieving an Advanced performance level in Reading/Language Arts from 30.2% in '06 to 32.2% in '07. In the area of Math, 89.4% were rated Proficient/Advanced in '05-'06. The African American population made a gain from 85.1% in '06 to 87.5% in '08. Of that 85.1%, 19.7% achieved a score of Advanced in Math in '08. The Special Education subgroup made a steady gain over three years, from 40.9% Proficient/ Advanced in '06 to 57.1% Proficient/Advanced in '08 in Math. In Reading/Language Arts this subgroup also gained from 36.4% in '06 to 71.4% in '08.

Economically disadvantaged students also demonstrated gains in academic areas measured by the TCAP success of cross-curricular instruction. The percentage of these students scoring proficient/advanced in Reading/Language Arts increased from 86.6% in '06 to 92.1 % in '08. In Math the percentages increased from 84.7% in '06 to 89.8% in '08.

The students at Rose Park made gains in the areas of Social studies and Science, demonstrating the success of cross-curricular instruction. In Science, the percentage of students scoring Proficient/Advanced increased from 70.7% in '06 to 72.8% in '08. In Social Studies the scores increased from 69.3% in '06 to 74.1% in '08.

Rose Park Students are given a Basic Reading Inventory that determines the students' reading grade level. Teachers use the results of these tests to group students in appropriate reading groups.

### 2. Using Assessment Results:

Rose Park faculty uses assessment results to target problem areas and drive instruction. In-service days throughout the year are used by the faculty to brainstorm intervention ideas and disaggregate assessment data. TCAP results are used to determine which students need assistance in academic areas.

ThinkLink Predictive Assessment Series data allow teachers, administrators, students, parents to monitor student progress towards meeting defined learning goals and state mandated mastery, proficiency and AYP. The state-specific diagnostic tool helps teachers focus instruction skill by skill to meet student needs.

Basic Reading Inventory, BRI, data is used to determine whether students qualify for weekly, small group instruction with a part-time Literacy Coach. This is given twice a year and measures student growth, which allows the Literacy Coach to continually modify small group instruction, based on assessment results.

District math assessments are used to identify target skills not mastered by students. These assessments are also used to determine the need for after school tutoring.

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

Each student is provided an agenda at the beginning of each year. Students are taught how to use the agenda as a reminder of assignments and to communicate with parents. Teachers send home at least bi-weekly progress reports listing missing assignments and grades. The district requires a mid-9 week report. Report cards are sent home after each 9 week grading period and are mailed home at each semester break.

Additionally, the web pages, newsletters, phone calls (including the system automated call out) inform parents of when projects are due, major tests and other assessments. Parent conferences are formally held each fall; however, parents and teachers meet more frequently to address academic and/or behavior concerns. Grade level teams also address concerns with the guidance counselor to discuss individual plans to help students who need monitoring.

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

Rose Park has a good relationship with local media. Students and the school have been featured in the local newspapers highlighting various successes and/or projects. Additionally, efforts are made to keep the webpage current. The district has a public relations department who also share positive news with local media. Some of our teachers lead professional development workshops within the district.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The mission of Rose Park Middle Magnet is to provide a high-quality educational program with a curriculum emphasis on math and science utilizing an interdisciplinary, hands-on approach in a safe, orderly and nurturing environment. Therefore, we align the standards of both the Metropolitan Nashville Public Schools and the state of Tennessee. This occurs in all subject areas. This results in a very rigorous curriculum that both support the importance of math and science while using an interdisciplinary approach with all other subjects. The curriculum, while demanding, is supported by instructional strategies and methods that address individual abilities and uniqueness. Additionally, we teach students how to problem solve, think critically, analyze and evaluate their own work and ideas.

Our curriculum includes the basics: math, science, social studies and language arts. Additionally we have Spanish which has 63% of the 8th graders enrolled. Music, band, art and physical education is offered to all students. For-credit classes in physical science, algebra, geometry and Spanish are available for eighth graders. High school credit is received upon successful completion of the course and passing the gateway test and end of course assessments. In these course offerings, we are able to meet the specific individual needs of our VERY diverse population.

The math curriculum at Rose Park integrates critical thinking with basic computation skills and problem solving. We teach students to think rather than merely memorize. The “why” is more important than the “what” when it comes to math. Using manipulative and other hands-on approaches, we are able to meet the needs of students across the spectrum.

Reading and language arts are taught together in an integrated approach during a class period. We implement all components of the Comprehensive Literacy Program. Writing is also incorporated in each of our subject areas and our 5th and 8th graders participate in the yearly writing assessment.

Social studies and science are both project-based and hands-on. We participate in both the science and social studies projects fairs and we host a science/math night for parents, students and community members. During that night, the math and science teachers provide activities for all parents and students who attend. Each student at Rose Park will take art during the school year for at least nine weeks. They have a rich curriculum which expands beyond the school walls. There are numerous trips the art classes take. Upon entering Rose Park, one can see the importance of art design in the overall mission of the school.

We also have a very unique collaboration with Vanderbilt University’s Department of Teaching and learning. In addition to providing a full-time instructor in math and science, Vanderbilt has purchased improved, supplemental textbooks in mathematics as well as other hands-on materials and equipment. We have a unique program entitled ACES that incorporates after-school science lessons with the Adventure Science Center.

### 2b. (Secondary Schools) English:

The language arts teachers have all been trained in the Comprehensive Literacy Program and implement it by using different methods of reading and writing as well as use read-aloud, shared readings and guided reading groups to meet the needs of all our students. We also have a Literacy Coach who works diligently with the teachers as well as the students to improve reading skills and the literacy program. All of our literacy teachers understand there are a variety of learning styles and intelligences; lessons are designed accordingly. Teachers analyze the assessment tool BRI (Basic Reading Inventory) at the beginning of the year to target individual needs and to incorporate standards in classroom practices. The result is a very rich language arts curriculum that students both enjoy and are challenged by.

Each grade level includes different teaching strategies to succeed with all students. For example, the fifth and sixth grade teachers create weekly MENUS that align the standards with the skills included in the adopted basal reader. These menus give students a wide range of possible activities, some of which are required and some which are chosen by the students. While students work on their menus, teachers are able to pull students into the guided reading groups and work on skills in a small group setting.

Essential literature plays a very strong role in all grade levels and curriculum design and implementation. We create projects using Blooms Taxonomy. Each student has a menu with a wide range of activities that reinforce the necessary objectives and standards.

Additional resources include leveled reader books in our bookroom. A wide range of reading level and interest of reading materials are available for check out from the school library. There is also a small parent library and a professional library.

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

Our mission statement indicates that Rose Park will emphasize math and science. Therefore, we find it very difficult to separate these two subjects! In the fifth and sixth grade, the hands-on science kits provided by MNPS enable the teachers to teach the students how to combine scientific research and data evaluation through carts and graphs. The hands-on science kits also serve as a springboard to the relationship of math and science. The same is true in the seventh and eighth grade science and math classes as the teachers collaborate to successfully integrate the two subjects. All science and math teachers across grade levels plan together to align standards from both subjects so that the collaboration between the two will be seamless.

In all math and science classes, the teachers and students work together to develop strategies for effective problem solving. This is done through group work, data analysis, class presentations, science projects and school-wide assemblies and demonstrations.

Because of our collaboration with Vanderbilt University, the math and science teachers have had numerous experiences in integrating both subjects. We have had many meetings with colleagues from across the United States and many sessions outside of the regular classroom hours. As a result, our teaching strategies have improved and our methods have become more varied.

After our first year in the Vanderbilt program, we were introduced to the INVESTIGATIONS series. This math program promotes exploration, open-ended problems and analysis, and is very hands-on. It doesn't encourage or require memorization of math skills. It does, however, require students to think, problem solve and write their explanations. It also ties in with the science curriculum in that it promotes the steps of the scientific method: question, hypothesis, data, results and conclusions.

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

By using the data from Discovery Education (formerly ThinkLink) teachers collaborate and design differentiated instruction to meet the needs of our diverse student body. We create groups, some of which are based on aptitude, and some with peer tutoring. This provides us with another way to modify instruction. The result is success for all students. The students are tested three times a year so that teachers can constantly be aware of any differences and can adjust the instructional method to match the needs of each individual student.

In the spring of each year we administer the state TCAP test (Tennessee Comprehensive Assessment Program.) The results from this achievement test are an indicator of a student's level of proficiency at the end of each year, although the scores are not released until the beginning of the next school year. The results

indicate that a student is either Below, Proficient, or Advanced. This is merely another tool for teachers to use in developing their methods, strategies and curriculum components.

ENCORE is a program designed specifically for gifted/talented students. The ENCORE teacher meets with the students weekly to improve their problem solving and higher level thinking skills.

Additionally, our students who are special needs have a teacher on staff who works with the regular education teacher to provide the best academic in the least restrictive environment for the student.

One of our goals is to have our students proficient in technology strategies. We have two computer labs plus additional computers in the library; a rolling DANA cart can be checked out. All are internet connected. Students receive instruction in keyboarding, fundamental computer operations, and various software tools such as word processing, spreadsheets, computer presentations, and internet research and use. The Information Specialist and teachers collaborate to incorporate online websites such as Safari Montage and Brain Pop, as well as on line encyclopedia and databases into research projects. These resources combined with a rich print collection are used in The Big 6 research method when students have projects or for recreational research/reading.

All classrooms have a networked desktop for teacher use. These computers are invaluable in enabling teachers to work with other teachers, examine new methods of teaching and research appropriate classroom lessons. It also is a communication tool with administration and the district. The school library is open to students, teachers and parents and is in use constantly. It serves as an open environment for those who need to investigate research, write or select recreation reading materials.

## **5. Professional Development:**

The faculty at Rose Park recognizes the need to stay current on pedagogical research. The school district provides professional development for specific areas as well as and on varying teaching strategies. A new district initiative this year is providing STEM coaches who go into schools to work with teachers specifically in math, science and incorporating technology in education. A part-time literacy coach resides at Rose Park. She splits her time between direct intervention with students and in assisting teachers to develop strategies. She also manages the Comprehensive Literacy program.

Individual opportunities include Creative Organization and Management Program (COMP) which shares practical ideas on setting up a classroom and managing tasks, establishing classroom rules and procedures for smooth transitions, organizing paper, and developing a classroom climate that fosters learning. Math teachers use the Marilyn Burns program and a Vanderbilt program on investigations to help students understand math. Instructional strategies classes include 4Mat and Literacy Circles. The Information Specialist has been trained on incorporating technology in projects. Assessment training helps the faculty target skills which need additional focus. The Rose Park faculty has developed strong team bonds; they communicate frequently not only about at-risk students but also to plan lessons which build on the various disciplines. Grade level teams meet informally at least twice a week.

Other professional development tools involve safety and health issues. Rubye Payne training has been a valuable resource in understanding diversity. In-service and professional days are used for cross curricular and interdisciplinary planning as well as to evaluate instructional strategies based on Thinklink and test scores. Additionally, teachers learn about safety issues and discuss procedures to monitor student behavior.

## 6. School Leadership:

Rose Park has a wonderful collective body of support. The administration, faculty and staff work collaboratively to ensure the students of Rose Park Math & Science Magnet Middle School are safe, engaged and assume accountability for the learning. Although the administration has changed this year, the new administration shares the vision and mission of the school. Leadership embraces the fact that each faculty and staff member brings knowledge, color and creativity to the school. Administration believes the children we serve are the hope for our future.

Administration believes it is her responsibility to establish communication lines and a diverse school culture dedicated to expanding the educational boundaries of our students. The administration facilitates opportunities for the students to acquire academic skills, develop interpersonal relationships, self-worth, self-discipline and respect for the school environment.

Rose Park administration works closely with teachers in the decision-making process. Faculty and staff are called upon frequently to spearhead school-wide initiatives. Faculty and staff, (certificated and classified), are involved in all aspects of school operations. Faculty and staff members participate on the School Improvement Plan Leadership Team, chairing subcommittees. The faculty and staff also serves as the School-wide Discipline committee responsible for developing plans to establish and maintain a positive school culture.

Administration believes in life-long learning. Administration encourages professional development and provides honest appraisals of instructional strategies through the evaluation process. Administration is often invited and attends classroom activities to provide wrap around support for the students.

Rose Park Math & Science Magnet Middle School maintains an open door policy to the faculty, staff, students and parents, recognizing that it takes all stakeholders on board to ensure the success of our students. Rose Park administration makes every effort to involve the community and business partners with the activities of the school. Through neighborhood meetings and introducing herself to the community, the administration has secured a new partner with hopes of financial and personnel to support various facets of the program.

Supporting the math & science magnet concept, the new administration has embraced the hands-on, inquiry based, researched best practices of the school.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TCAP

Edition/Publication Year: 2005

Publisher: CBT/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	86	90		
% Advanced	44	27	29		
Number of students tested	68	75	80		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Male</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Scores based on TN Dept. of Education website. Data prior to 2005 not available. Number of students in subgroups not available.

Subject: Reading

Grade: 5

Test: TCAP

Edition/Publication Year: 2005

Publisher: CTB/McGraw-Hill llc

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	94	90	87	77
% Advanced	39	38	40	31	27
Number of students tested	97	70	83	0	0
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): Black or African Amer</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Male</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Percentages based on TN Dept. of Ed. Number of students in subgroups not available. Percentage by subgroup not for 2003/04 or 2004/05 school years.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 6 Test: TCAP  
Publisher: CBT/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	83	83	91		
% Advanced	29	19	44		
Number of students tested	80	75	68		
Percent of total students tested	100	100	99		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Male</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Percentages based on TNDOE. Data prior to 2005 not available. Number of students in subgroups not available

Subject: Reading  
Edition/Publication Year: 2005

Grade: 6  
Publisher: CBT/McGraw Hill  
Test: TCAP

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	95	95		
% Advanced	49	44	59		
Number of students tested	80	75	68		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	95	93	92		
% Advanced	30	29	53		
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	94	93	93		
% Advanced	37	28	47		
Number of students tested					
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Male</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Percentages based on TN Dept. of Ed. Data not available prior to 2005. Number of subgroups tested not available.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 7 Test: TCAP  
Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	91	86		
% Advanced	31	33	20		
Number of students tested	65	46	79		
Percent of total students tested	99	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	92	90	88		
% Advanced	24	33	16		
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	90	95	82		
% Advanced	21	30	13		
Number of students tested					
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	83	100		
% Advanced	70	50	44		
Number of students tested					
<b>4. (specify subgroup): Male</b>					
% Proficient plus % Advanced	86	85	92		
% Proficient plus % Advanced	45	21	23		
Number of students tested					

Notes:

Percentages from TNDOE. Data prior to 2005 not available. Numbers in each subgroup not available.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 7 Test: TCAP  
Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	96	85		
% Advanced	32	44	27		
Number of students tested	65	46	79		
Percent of total students tested	99	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	90	100	80		
% Advanced	21	40	20		
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	89	95	82		
% Advanced	25	38	22		
Number of students tested					
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	100	94		
% Advanced	60	67	50		
Number of students tested					
<b>4. (specify subgroup): Males</b>					
% Proficient plus % Advanced	93	93	83		
% Proficient plus % Advanced	41	41	25		
Number of students tested					

Notes:

Percentage based on TNDOE. Data prior to 2005 not available. Numbers by subgroup not available.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 8  
Test: TCAP  
Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	77	91		
% Advanced	23	15	33		
Number of students tested	52	62	34		
Percent of total students tested	99	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	88	77	83		
% Advanced	10	11	22		
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	92	74	89		
% Advanced	11	12	25		
Number of students tested					
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	90			
% Advanced	55	10			
Number of students tested					
<b>4. (specify subgroup): Male</b>					
% Proficient plus % Advanced	93	65	78		
% Proficient plus % Advanced	20	19	33		
Number of students tested					

Notes:

Percentages based on TNDOE. Data prior to 2005 not available. Number of students not available in subgroups.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 8  
Test: TCAP  
Publisher: CBT/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	92	94		
% Advanced	50	36	35		
Number of students tested	52	62	34		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	97	91	90		
% Advanced	41	32	26		
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	97	90	93		
% Advanced	41	32	31		
Number of students tested					
<b>3. (specify subgroup): White</b>					
% Proficient plus % Advanced	100	100			
% Advanced	73	50			
Number of students tested					
<b>4. (specify subgroup): Male</b>					
% Proficient plus % Advanced	97	92	89		
% Proficient plus % Advanced	37	35	22		
Number of students tested					

Notes:

Percent data based on TNDOE. Data prior to 2005 not available. Number of students in subgroups not available.