

**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. Anita Coleman

Official School Name: DuPont Elementary

School Mailing Address:  
4134 Hixson Pike  
Chattanooga, TN 37415-3112

County: Hamilton State School Code Number\*: 0058

Telephone: (423) 870-0615 Fax: (423) 870-0631

Web site/URL: www.hcde.org/ E-mail: coleman\_a@hcde.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.

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

Name of Superintendent\*: Mr. Jim Scales

District Name: Hamilton County Department of Education Tel: (423) 209-8400

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.

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

Name of School Board President/Chairperson: Mr. Kenny Smith

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.

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

*\*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:
- |           |                     |
|-----------|---------------------|
| 42        | Elementary schools  |
| 13        | Middle schools      |
| 0         | Junior high schools |
| 12        | High schools        |
| 10        | Other               |
| <b>77</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9009

Average State Per Pupil Expenditure: 8345

**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 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     | 0          | 0            | 0           |
| K  | 29         | 13           | 42          | 8     | 0          | 0            | 0           |
| 1  | 28         | 16           | 44          | 9     | 0          | 0            | 0           |
| 2  | 23         | 13           | 36          | 10    | 0          | 0            | 0           |
| 3  | 27         | 18           | 45          | 11    | 0          | 0            | 0           |
| 4  | 16         | 16           | 32          | 12    | 0          | 0            | 0           |
| 5  | 13         | 10           | 23          | Other | 0          | 0            | 0           |
| 6  | 0          | 0            | 0           |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |       |            |              | 222         |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
12 % Black or African American  
20 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
65 % 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: 12 %

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.   | 11     |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 15     |
| (3) | Total of all transferred students [sum of rows (1) and (2)].   | 26     |
| (4) | Total number of students in the school as of October 1.  | 222    |
| (5) | Total transferred students in row (3) divided by total students in row (4).                          | 0.117  |
| (6) | Amount in row (5) multiplied by 100.   | 11.712 |

8. Limited English proficient students in the school: 21 %

Total number limited English proficient 47

Number of languages represented: 3

Specify languages:

Spanish, Chinese, Vietnamese

9. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 152

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: 11 %

Total Number of Students Served: 24

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

|                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>2</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>8</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>12</u>        | <u>0</u>         |
| Special resource teachers/specialists | <u>3</u>         | <u>8</u>         |
| Paraprofessionals                     | <u>2</u>         | <u>0</u>         |
| Support staff                         | <u>10</u>        | <u>6</u>         |
| Total number                          | <u>28</u>        | <u>14</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 19 :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 | 95%       | 95%       | 95%       | 95%       | 95%       |
| Daily teacher attendance | 91%       | 95%       | 95%       | 95%       | 95%       |
| Teacher turnover rate    | 23%       | 27%       | 27%       | 7%        | 19%       |

Please provide all explanations below.

Daily Teacher Attendance during 2007-2008 was low due to teachers on maternity leave and leave of absence.

Teacher Turnover Rate:

2003-2004 . . .Our turnover rates were high due to teacher retirements.

2005-2006 . . .Our turnover rates were high due to teacher retirements and transfers.

2006-2007. . . Our turnover rates were high due to teacher transfers and relocations.

2007-2008 . . . Our turnover rates were high due to teacher retirement, transfer, and relocation.

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                      | <u>0</u>          |          |
| 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>                               | <u><b>100</b></u> | <b>%</b> |

## PART III - SUMMARY

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DuPont Elementary School is a diverse school with a quest for knowledge and higher-level thinking. Our faculty and staff have high expectations for learning and our students strive to meet expectations daily. As one walks through our halls, a warm and welcoming atmosphere invites them in the school. The halls are painted in soft coral tones and ocean murals transform the school into a place of imaginative learning.

The mission of DuPont Elementary is to equip all students with the academic and social competencies to become lifelong learners and productive citizens. Academic standards are outlined by the Tennessee State Standards and Student Performance Indicators and Grade Level Expectations (GLE).

Our vision is that all stakeholders will work collaboratively to develop a strong, research based instructional group that:

- uses student assessment data to develop instructional strategies and curriculum connections for all learners.
- provides focused professional development opportunities for all faculty and staff.
- consistently provides multiple opportunities for connections through the school, the home, and the community.

DuPont is a K-5, Title 1, multicultural school. DuPont serves as a transitional school for non-English speaking students where specialized instruction is tailored to meet the individual student's needs. DuPont's faculty and staff make every student's learning a priority to ensure their needs are met. We have one full time ESL teacher, one part-time ESL teacher, and one part-time Spanish translator. Their ultimate goal is to teach, support learning in the classroom, and connect students, parents and the community to our DuPont family.

DuPont has traditional procedures that have proven to impact student learning. Students begin with a writing process in kindergarten which continues through fifth grade. Monthly writing prompts help to create a comprehensive portfolio, which charts student progress in writing from K-5th grade. This has helped push our writing to surpass comparable schools in our district. The literacy lab is a resource that enhances our curriculum. It enables teachers to have access to all genres and levels of literature. Balanced literacy is incorporated daily through guided reading, organized centers, and state standards to promote whole language instruction.

A 60-90 minute math block was implemented to mirror our successful literacy block. Mathematics is enhanced by whole and small group instruction, which targets individual students. Learning is fostered through routine use of guided math groups, interactive manipulatives, and cooperative flexible grouping.

Instruction is viewed as an ongoing process. Teachers continuously assess student performance through running records, portfolios, state tests, hands-on-activities and projects. The staff's goal is to engage all students and heighten interest and accountability in all subjects.

DuPont is unique in that we have interventionists and related arts teachers who are dedicated to our core curriculum. Teachers and support staff collaborate to carry out instruction. Students identified as needing additional assistance receive interventions specific to their needs.

Families are an integral part of the DuPont community. Teachers make every effort to connect parents with their child's learning. Family Math and Literacy nights provide parents with information that enables them to help students succeed academically.

Our faculty is a united family that values, respects, and encourages one another. These relationships enhance student learning through collaboration across grade levels to help ensure student success.

Our students say it best ...

"They have good teachers who encourage us and others to find the answers and do better." *Alex*

"The teachers never give up and always try to help kids who are in need." *Sara*

"There is always someone watching you and you know that you are safe." *Tanner*

"My favorite subject is spelling because it helps me on my reading, math, book reports, assignments, tests, and on word walls." *Darielle*

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

DuPont continues to drive purposeful and rigorous instruction based on assessment and data. Our school has a high number of economically disadvantaged students. Sixty-eight percent of the students at DuPont qualify for free or reduced lunch; forty percent is considered a minority school. In the state of Tennessee a school that has fifty percent or more free or reduced lunch students receive state funds through Title I. Four interventionists are funded through Title I to provide additional support for students in math and literacy in order to move them to proficient and beyond.

All third through fifth grade students take the state standardized Tennessee State Comprehensive Assessment Program (TCAP) test. The test is a timed multiple-choice assessment that measure skills in Reading/ Language Arts, Math, Science, and Social Studies. The test data in this report comes mainly from two types of scores: Norm-Referenced scores and Criterion Referenced scores. All subgroups with 45 or more students in the total student body from third through fifth are considered significant and are reported separately. Information about the state's assessment can be found on the website <http://state.tn.us/education/>.

#### **Norm-Referenced Testing**

NCE's, Norm Curve Equivalents, compare students' scores with scores of students in a norm group. This test is useful for comparing one test with another test. The scores are distributed on a bell curve that ranges from 0-99, with most falling in the national average of fifty. Scores above fifty are considered above average. The target score in the State of Tennessee is forty or above. DuPont exceeded the State of Tennessee target in third, fourth, and fifth grade in both Reading/ Language Arts and Math for the last five years. Fifth grade exceeded the national average in both Reading/ Language Arts and Math all five years reported. Fourth grade met or exceeded the national average for two years in Reading/ Language Arts and four years in Math. Third grade met or exceeded the national average for two years in Reading and one year in Math.

Criterion-referenced test (CRT) are reported by giving the percent of students who scored in the below proficient, proficient, and advanced range. To be considered as a school "in good standing" the school must meet AYP (adequate yearly progress). All subgroups of forty-five or more must meet the AYP proficiency percentage to remain "in good standing." The proficient target for AYP has changed in the five-year period that is being reported. DuPont students have met or exceeded the proficiency percentage for the last four years for No Child Left Behind. In the 2004-2005, 2005-2006, and 2006-2007 school years, the students at DuPont have been three percent or higher than the proficiency percentage stated by No Child Left Behind. The proficiency percentage for 2007-2008 was eighty-eight percent for Reading/ Language Arts and eighty-three percent for Math, which is just below the newly increased No Child Left Behind goal of eighty-nine percent for Reading and Language Arts and eighty-six percent for Math. The fifth grade subgroup of economically disadvantaged students out scored the state last year in Math and has out scored the state in Reading/ Language Arts for the past two years.

The Tennessee State Writing Assessment is another form of data that shows high achievement. The state writing assessment is scored on a six-point writing assessment rubric, with six being the highest and our school goal. The majority of 5th grade students at DuPont scored a four, five, or six on the Tennessee State Writing Assessment for the last three years.

### 2. Using Assessment Results:

In order to improve student performance, the delivery of instruction must be data based and curriculum driven using best practices. Teachers at DuPont have a wide variety of assessment tools that help them identify areas of strength and weakness. At the beginning of each school year, teachers meet to review and analyze

standardized data from the Tennessee State Comprehensive Assessment Program (TCAP). Teachers also review the school improvement plan (SIP). The data is used to determine specific goals for each grade level in order to deliver data driven instruction. The DIBELS Reading test is used in grades K-5. This data allows teachers to identify students who need intervention. Interventions for at-risk and some risk students are implemented. In addition to the 90-120 minute literacy block identified students participate in a 30 minute SOAR or Voyager lesson on a daily basis. Teachers also administer Running Records monthly. Data from this assessment allows the teacher to drive the reading instruction based on student reading levels. With the early identification of reading ability, the school team can plan for support and intervention strategies to help students succeed. Parents receive a report explaining the levels of reading according to DIBELS and Running Records. First Step is used to assess student ability and need prior to students entering kindergarten. Teachers use this data to drive their instruction based on student levels.

DuPont believes that instruction should be meaningful, purposeful, and rigorous. Math instruction is data based and assessment driven. On a daily basis, teachers meet with students in skill based groups to meet or exceed Grade Level Expectations (GLE). Based on classroom test data and TCAP data, students also meet with the math interventionist for small group instruction to preview, reinforce, and/or enrich instructional objectives.

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

Teachers and staff at DuPont recognize the importance of communicating assessment data and student progress to parents. We communicate assessment data in mandated parent-teacher conferences, phone calls, emails, agendas, and report cards/progress reports. Parent teacher conferences are scheduled twice a year, and throughout the year, as needed, to review report cards, assessment scores, and student portfolios. Teachers and staff encourage parental involvement by offering PTA/Family Literacy Night in the fall and PTA/Family Math Night in the winter. These nights are established to educate parents about our curriculum and to provide tips/strategies they can utilize at home to help their child(ren) progress. During the Math night, we demonstrate to parents how to help their child with fundamental math skills through games. We provide test taking strategies to parents before the Tennessee Comprehensive Assessment Program (TCAP) and the Tennessee State Writing Assessment.

DuPont Elementary also gives students a chance to showcase a specific unit of study by pairing with another grade level. Teachers collaborate to correlate curriculum objectives so that the performances are educational. The programs are presented to the entire student body and are open to parents and families.

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

DuPont Elementary believes that a high quality education is attainable for all students and educators using policies, procedures, and practices designed to address success. Teachers collaborate during grade level meetings to create templates that guide our educational programs. The faculty takes pride in their educational endeavors maintaining their Highly Qualified status required by the State Department of Education. Additional members participated in master's programs interacting with professionals within Hamilton County and those in our bordering states. Teachers collaborate to share research-based instructional strategies needed to enhance professional knowledge.

Our school profile and schedules are featured on the HCDE website. DuPont school activities are highlighted through various media including the local Hixson Community News, DuPont Quarterly Newsletters, Coleman's Corner (for staff only), DuPont's marquee, and easels, which are designed artistically by support staff and placed throughout the building.

Our staff networks by visiting classes within our school to share strategies. We also coordinate visits with our sister schools to share effective best practices. DuPont participates in a shadowing program with local high school and college students interested in teaching.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

DuPont's curriculum is aligned with state standards as indicated in the Blueprint for Learning: A Teacher's Guide to The Tennessee Curriculum, the newly established State Grade Level Expectations/Checks for Understanding, and Hamilton County Schools Strategic Plan 2011.

Students begin at the age of five. Each child is screened individually prior to the beginning of the school year or within the first month of school using the First Step Screening. A Pre-K program is not offered at DuPont, however several students attend various Head Start Programs and private Pre-Kindergarten programs prior to attending DuPont.

DIBELS is an assessment designed to assess all students' progress in various literacy skills. District policy recommends that students be assessed at the beginning, middle, and end of the academic school year. Students who are identified at-risk or some risk are progress monitored every two weeks. Assessment data is used to drive literacy instruction. The Rigby PM Benchmark Program (Running Records) is a periodic assessment administered to evaluate student progress in various areas of reading and to determine the instructional reading level for each student.

#### Unique Programs

- *English as a Second Language (ESL)* - One full time teacher for K-2 students, one part-time teacher for 3-5 grade students and one part time interpreter provide services to non-English speakers. Approximately 20% of the school population is Hispanic. Many of these students enroll at DuPont with little or no English background and often have received limited formal education.
- *Literacy Block* - DuPont implemented a district literacy plan during the 2005-2006 school year. This continues to be an uninterrupted 90-120 minute literacy block designed for grades K-5, which focuses on teaching and learning that reflects best practices in reading instruction.
- *Math Block* - During the 2007-2008 school year, an uninterrupted 60-90 minute math block was implemented. Students explore mathematics using the EveryDay Mathematics Program. This is a research-based, spiraling curriculum that provides repeated exposure to concepts, skills, and procedures in a variety of different contexts. Learning centers are also designed to enhance the EveryDay Mathematics Program by providing students with needed reteaching, practice, and enrichment in order to meet or exceed Grade Level Expectations (GLE).
- *Related Arts* - During the two-hour literacy block, the related arts teachers (Music, P.E., Library, and Guidance) work with 2nd-5th grades to target the advanced students through an enrichment program. Test data is used to determine student academic level and enrollment in the program. The related arts teachers collaborate with the classroom teachers to make literacy connections using the student performance indicators for that grade level. Students conduct research projects and create PowerPoint presentations. The enrichment program is part of DuPont's inclusion program.
- *Interventionists* - DuPont has four part-time interventionists funded through the Title I program. The four interventionists are assigned to specific grade levels (1st-5th) to work with students that are at-risk/struggling using varied research-based interventions and literature connections. DuPont also has two instructional assistants that currently work within our two kindergarten classrooms.

- *Before/After School Care Program* -Our school provides before and after school care for those families who must work before and after school hours. The child-care program is operated by the Hamilton County Department of Education.
- *Character is Cool Club* - Each month teachers identify one student from their class that exhibits the character trait of the month. Student names are displayed on a “Character is Cool” bulletin board in the main school hallway. Our “Character is Cool” is maintained by our school counselor.
- *Nine-Weeks Assembly Programs* - Each 9-weeks the students in grades K-5 are recognized with a certificate at an assembly for “most-improved”, “honor roll”, “star roll”, “perfect attendance”, and for demonstrating outstanding character traits. Three students from each grade level are rewarded with prizes during a special ticket drawing at the assembly. Students can earn tickets throughout the 9-week period from any faculty/staff member in the building as a positive incentive for good behavior. Teachers and students are also recognized as grade level cafeteria champs. Classrooms become “cafeteria champs” by displaying outstanding cafeteria behavior on a daily basis.
- *Exceptional Education* - DuPont has 1 full-time Exceptional Education teacher, 1 full-time instructional assistant, a part-time Speech/Language teacher, a part-time psychologist, and a part-time vision teacher. We also have a gifted teacher that works with students one day a week. During the 2008-2009 school year, DuPont implemented an Inclusion program using research-based interventions and strategies so Individuals with Disabilities Education Act (IDEA) eligible students can succeed in regular education classes.

## 2a. (Elementary Schools) Reading:

At DuPont Elementary our reading program is very thorough. We have a dedicated 90-120 minute literacy block that occurs on a daily basis. Hamilton County has currently adopted Houghton Mifflin as our reading curriculum. This series embodies all aspects of literacy including reading, writing, language, and spelling. Our students participate in skill-based literacy centers during the literacy block. Classroom teachers and interventionists meet with students for guided reading during the literacy center rotations. During guided reading, the teacher focuses on various skills, concepts, and reading strategies specific for each homogeneous group of students. This time provides teachers with the opportunity to “know” their students and determine whether or not a student needs extra support. Teachers utilize leveled readers and word walls to enrich guided reading. We currently use two different forms of evaluation for support groups. As mandated by our school system, we use DIBELS to determine which students need reading intervention. In addition, we use Rigby PM (Running Records) as a form of fluency and comprehension (retell) evaluation. If students are identified as needing extra support, our reading interventionists work with these students for thirty minutes a day using SOAR and/or Voyager intervention programs. This provides the struggling students with an extra form of support and instruction. Students also participate in “Ticket to Read” and Accelerated Reader computer programs. DuPont has established monthly writing prompts to help students become secure writers. Students participate in a school-wide writing prompt scheduled monthly throughout the year. All grade levels write about the same topic for a thirty-five minute block of time. Teachers read the students’ writings and conference with them about their strengths and weaknesses using rubrics. As a staff we strive to create optimum literacy instruction and produce avid readers and writers with a love for learning.

## 3. Additional Curriculum Area:

DuPont’s mission is to foster life long learners and productive citizens by preparing them academically, personally, and socially. Our science curriculum helps accomplish this goal by providing our students with opportunities to grow and learn through hands-on exploration. Our curriculum is aligned with the Tennessee State Standards and includes various Great Explorations in Math and Science (GEMS) specific for grades K-2 Grade Level Expectations (GLE) and Harcourt Science Curriculum for grades 3-5. GEMS units cover various

themes including but not limited to Butterflies, Penguins, Animal Habitats, Weighing/Measuring. Throughout the year, teachers provide K-5 students with small and whole group science experiment opportunities that relate to Grade Level Expectations (GLE) by utilizing our newly renovated science lab. In the science lab teachers have access to all of the GEMS kits, microscopes, models, concept posters, and various science equipment/tools. Students in grades 3-5 participate in our annual Science Fair where we ask community members to serve as judges. K-2 students are able to view projects after they are judged. Each grade level is responsible for researching a different Science subject area. (Third grade: Physical Science; Fourth Grade: Earth/Space Science; and Fifth Grade: Life Science). K-5 students use various appropriate Internet sites within the classroom to conduct individual research projects throughout the year. Our librarian assists students with individual and class research projects by providing them with access to various resource books and websites. DuPont's related arts teachers (Music, Guidance, Library, and Physical Education) work with advanced students in grades 2-5 as part of our enrichment program to teach them research skills and how to create PowerPoint presentations to share information with their classmates. Teachers integrate math and writing skills including predicting, measuring, data collecting/ displaying through graphing/journaling, and comparing/contrasting in our science curriculum. Many of our K-5 classrooms use Scholastic's Weekly Readers to supplement our Science curriculum.

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

In order to properly differentiate instruction for our students, especially our large English as a Second Language (ESL) population and other special needs students, we use a variety of assessments to determine each student's strengths and weaknesses. TCAP, DIBELS, Running Records, writing portfolios, end of unit assessments, homework, journals, and class work are all examples of evaluations DuPont teachers use to ascertain at what level a student is performing. Furthermore, our teachers are aware of the different research on multiple intelligences and learning styles and attempt to plan a variety of lessons to incorporate as many styles as possible. Using such assessments and research allows us to track each student's ability and/or readiness, as well as personal interest and how he or she learns best. Once these factors are determined, our teachers then group students accordingly. Two examples of such grouping in our classrooms are guided reading groups and small math groups. Within these groups, once a student masters a certain objective or advances in skill level, he or she is assigned to a different skill group. This type of fluidity is a key component of how we differentiate instruction as it targets specific problem areas and helps students advance more rapidly. Other differentiation occurring in our classrooms is peer-to-peer teaching, indirect instruction activities (where the student guides his or her learning and the teacher acts as a facilitator), independent study projects, learning contracts, tiered assignments, hands-on math and reading rotations, DEAR time (Drop Everything And Read – self selected reading) and more. Our teachers realize that there is a need to be intentional and conscientious about modifying and supplementing the content to meet each student's learning needs. At DuPont Elementary we make every effort to differentiate instruction to meet the needs of all students.

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

Professional development allows the teachers at DuPont Elementary to learn how to maximize their teaching and learn new skills. All professional development attended by the faculty focuses on "best practices", how to incorporate new ideas as new standards are introduced, and how to stay on the forefront of the teaching profession as it evolves. Both school-based and county-wide training has been focused on implementing the new state standards and promoting the Webb model of higher order thinking and questioning skills. Faculty members attend and/or present professional development opportunities in guided reading techniques, math strategies/best practices, character education, and differentiating instruction to meet the needs of all learners. In addition, the faculty has participated in several different technology in-services on how to input DIBELS scores, monitor student progress and calculate student Rate of Improvement (ROI) to ensure that instruction and interventions are data driven. All professional development is conducive to teachers sharing ideas and strategies that enable them to learn from their professional peers. Teachers from DuPont also participate in

local and national workshops. The staff takes part in the Reading First Showcase and has attended workshops on writing, Response to Intervention (RTI) coordination, diversifying instruction, and autism. Staff members also participate in math workshops to gain a deeper understanding of the newly established Grade Level Expectations (GLE). Because DuPont is an ESL school, ESL teachers have attended various workshops and conferences to gain current information and best practices for ESL students. One particular learning session focused on understanding the different needs and struggles of students with disabilities. Staff members were able to gain strategies and techniques on how to empathize with students and make informed instructional decisions that focus on inclusion of Exceptional Education students within the regular classroom setting. DuPont has an extensive professional library where teachers are encouraged to read professional materials and discuss information within grade level and vertical team planning sessions.

## **6. School Leadership:**

DuPont's leadership structure primarily consists of the principal and a seniority list of teachers to assume the leadership role if the principal is not available. The principal holds faculty meetings twice a month to discuss current issues, review policies, and provide professional development opportunities. Each school year the principal establishes a Leadership Team which includes the principal, one teacher from each grade level (K-5), and one teacher from the related arts team. The Leadership Team meets during the summer to establish school calendar events. During the school year, the Leadership Team meets once a month to review ideas and issues that may effect the school and its policies. Members of the team discuss ideas for upcoming events or suggest changes to school procedures if necessary. The team shares the information with their grade level. The Leadership Team is also the Title I Committee (also includes community members and a parent). DuPont also has various committees such as Climate Committee (which reviews school rules/procedures); Cafeteria Committee (establish expectations and guidelines for cafeteria procedures); Science Fair Committee (responsible for planning/implementing science fair procedures); Newsletter Committee (responsible for publishing the school wide newsletter); Hospitality Committee (responsible for sending gifts or organizing various faculty events); and Response To Intervention (RTI) Team (responsible for guiding and advising teachers with interventions for struggling students). The Climate and Cafeteria Committees also include parents from the school because we feel parental input is vital to the success of our school and its students. DuPont has several smaller committees to plan and execute various events throughout the school year. Our faculty also collaborates in vertical and grade level teams to analyze and evaluate current test data and set instructional goals for our students to ensure they move to proficient and beyond. These collaborations help to guide student instruction and interventions.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TCAP

Edition/Publication Year: S 2004, 2005, 2006, 2007, 2008

Publisher: 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   | 63        | 82        | 83        | 84        | 61        |
| % Advanced   | 18        | 29        | 21        | 33        | 20        |
| Number of students tested  | 40        | 32        | 47        | 55        | 49        |
| 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   | 67        | 81        | 83        | 76        | 56        |
| % Advanced   | 15        | 19        | 21        | 29        | 15        |
| Number of students tested  | 27        | 21        | 29        | 34        | 34        |
| <b>2. Racial/Ethnic Group (specify subgroup): African American</b>     |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           | 63        | 80        | 69        |
| % Advanced   |           |           | 13        | 10        | 0         |
| Number of students tested  |           |           | 8         | 10        | 32        |
| <b>3. (specify subgroup): Hispanic</b>                                 |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           | 75        | 45        | 43        |
| % Advanced   |           |           | 13        | 18        | 14        |
| Number of students tested  |           |           | 8         | 11        | 7         |
| <b>4. (specify subgroup):</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

Notes:

African American and Hispanic subgroup did not have enough students to generate data for 2007/2008 and 2006/2007.

Subject: Reading

Grade: 3 Test: TCAP

Edition/Publication Year: S 2004, 2005, 2006, 2007, 2008

Publisher: 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   | 75        | 84        | 92        | 95        | 73        |
| % Advanced   | 23        | 34        | 27        | 43        | 22        |
| Number of students tested  | 40        | 32        | 47        | 47        | 48        |
| 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   | 74        | 76        | 90        | 96        | 67        |
| % Advanced   | 15        | 29        | 21        | 37        | 18        |
| Number of students tested  | 27        | 21        | 29        | 27        | 33        |
| <b>2. Racial/Ethnic Group (specify subgroup): African American</b>     |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           | 75        | 100       | 82        |
| % Advanced   |           |           | 0         | 20        | 14        |
| Number of students tested  |           |           | 8         | 10        | 7         |
| <b>3. (specify subgroup): Hispanic</b>                                 |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           | 88        |           | 71        |
| % Advanced   |           |           | 25        |           | 0         |
| Number of students tested  |           |           | 8         |           | 6         |
| <b>4. (specify subgroup):</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

Notes:

African American Subgroup for 2007/2008 and 2006/2007 did not have enough students to report any data.

Hispanic Subgroup for 2007/2008, 2006/2007, and 2004/2005 did not have enough students to report any data.

Subject: Mathematics

Grade: 4 Test: TCAP

Edition/Publication Year: S 2004, 2005, 2006, 2007, 2008

Publisher: 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        | 85        | 78        | 78        | 71        |
| % Advanced   | 54        | 23        | 26        | 33        | 17        |
| Number of students tested  | 24        | 39        | 52        | 49        | 48        |
| 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   | 83        | 81        | 71        | 73        | 57        |
| % Advanced   | 33        | 19        | 15        | 21        | 0         |
| Number of students tested  | 12        | 26        | 34        | 33        | 23        |
| <b>2. Racial/Ethnic Group (specify subgroup): African American</b>     |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           | 80        | 64        |
| % Advanced   |           |           |           | 20        | 7         |
| Number of students tested  |           |           |           | 10        | 14        |
| <b>3. (specify subgroup): Hispanic</b>                                 |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           | 64        |           | 33        |
| % Advanced   |           |           | 18        |           |           |
| Number of students tested  |           |           | 11        |           | 4         |
| <b>4. (specify subgroup):</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

Notes:

African American subgroup did not have enough students to generate data for the years 2007/2008, 2006/2007, and 2005/2006.

Hispanic subgroup did not have enough students to generate data for the years 2007/2008, 2006/2007, 2004/2005, 2003/2004(advanced only).

Subject: Reading

Grade: 4 Test: TCAP

Edition/Publication Year: S 2004, 2005, 2006, 2007, 2008

Publisher: 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        | 90        | 82        | 90        | 70        |
| % Advanced   | 58        | 23        | 38        | 38        | 23        |
| Number of students tested  | 24        | 39        | 52        | 42        | 46        |
| 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   | 83        | 88        | 76        | 88        | 57        |
| % Advanced   | 33        | 19        | 29        | 31        | 10        |
| Number of students tested  | 12        | 26        | 34        | 26        | 21        |
| <b>2. Racial/Ethnic Group (specify subgroup): African American</b>     |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           | 90        | 79        |
| % Advanced   |           |           |           | 20        | 21        |
| Number of students tested  |           |           |           | 10        | 14        |
| <b>3. (specify subgroup): Hispanic</b>                                 |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           | 45        |           |           |
| % Advanced   |           |           | 9         |           |           |
| Number of students tested  |           |           | 11        |           |           |
| <b>4. (specify subgroup):</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

Notes:

African American sub/group did not have enough students to generate data for 2007/2008, 2006/2007, and 2005/2006.

Hispanic subgroup did not have enough students to generate data for 2007/2008, 2006/2007, 2004/2005, and 2003/2004.

Subject: Mathematics

Grade: 5 Test: TCAP

Edition/Publication Year: S 2004, 2005, 2006, 2007, 2008

Publisher: 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   | 100       | 93        | 90        | 83        | 80        |
| % Advanced   | 46        | 49        | 29        | 30        | 34        |
| Number of students tested  | 33        | 51        | 41        | 47        | 44        |
| 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   | 100       | 90        | 84        | 85        | 80        |
| % Advanced   | 50        | 41        | 12        | 22        | 80        |
| Number of students tested  | 20        | 39        | 25        | 27        | 30        |
| <b>2. Racial/Ethnic Group (specify subgroup): African American</b>     |           |           |           |           |           |
| % Proficient plus % Advanced   |           | 100       |           | 86        | 85        |
| % Advanced   |           | 38        |           | 36        | 0         |
| Number of students tested  |           | 8         |           | 14        | 13        |
| <b>3. (specify subgroup): Hispanic</b>                                 |           |           |           |           |           |
| % Proficient plus % Advanced   |           | 73        |           |           | 0         |
| % Advanced   |           | 18        |           |           | 0         |
| Number of students tested  |           | 11        |           |           | 2         |
| <b>4. (specify subgroup):</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

Notes:

African American subgroup did not have enough students to generate enough data for the years of 2007/2008 and 2005/2006.

Hispanic subgroup did not have enough students to generate enough data for the years of 2007/2008, 2005/2006, and 2004/2005.

Subject: Reading

Grade: 5 Test: TCAP

Edition/Publication Year: S 2004, 2005, 2006, 2007, 2008

Publisher: 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   | 96        | 96        | 90        | 95        | 88        |
| % Advanced   | 46        | 55        | 22        | 35        | 31        |
| Number of students tested  | 33        | 51        | 41        | 43        | 42        |
| 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   | 100       | 95        | 88        | 96        | 83        |
| % Advanced   | 40        | 49        | 16        | 29        | 17        |
| Number of students tested  | 20        | 39        | 25        | 24        | 29        |
| <b>2. Racial/Ethnic Group (specify subgroup): African American</b>     |           |           |           |           |           |
| % Proficient plus % Advanced   |           | 100       |           | 100       | 100       |
| % Advanced   |           | 50        |           | 36        | 8         |
| Number of students tested  |           | 8         |           | 14        | 13        |
| <b>3. (specify subgroup): Hispanic</b>                                 |           |           |           |           |           |
| % Proficient plus % Advanced   |           | 82        |           |           | 0         |
| % Advanced   |           | 36        |           |           | 0         |
| Number of students tested  |           | 11        |           |           | 2         |
| <b>4. (specify subgroup):</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

Notes:

African American subgroup did not have enough students to generate data for the years of 2007/2008 and 2005/2006.

Hispanic subgroup did not have enough students to generate data for the years of 2007/2008, 2005/2006, and 2004/2005.