

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Bill Johnson

Official School Name: Bethpage Elementary

School Mailing Address:
420 Old Hwy 31E
P. O. Box 68
Bethpage, TN 37022-0068

County: Sumner State School Code Number*: 0010

Telephone: (615) 841-3212 Fax: (615) 841-3998

Web site/URL: http://bpe.sumnerschools.org/ E-mail: bill.johnson@sumnerschools.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. Benny Bills

District Name: Sumner County Schools Tel: (615) 451-5200

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. Don Long

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)	25	Elementary schools (includes K-8)
	9	Middle/Junior high schools
	9	High schools
	2	K-12 schools
	45	TOTAL

2. District Per Pupil Expenditure: 7814

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. 22 Number of years the principal has been in her/his position 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	6			0
K	26	19	45	7			0
1	17	19	36	8			0
2	19	22	41	9			0
3	22	24	46	10			0
4	20	20	40	11			0
5	19	15	34	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							242

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
2 % 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: 19 %

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.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	47
(4)	Total number of students in the school as of October 1.	245
(5)	Total transferred students in row (3) divided by total students in row (4).	0.192
(6)	Amount in row (5) multiplied by 100.	19.184

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented:

Specify languages:

English is the only language spoken at Bethpage Elementary School.

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 140

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: 4 %

Total Number of Students Served: 9

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</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>15</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>24</u>	<u>6</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 16 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	96%	96%	96%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	4%	0%	4%	0%	4%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

The history of Bethpage begins, not where the village now stands, but in the hills at the headwaters of Bledsoe Creek and its western tributaries. Located approximately 40 miles northeast of Nashville, Bethpage is a close-knit, agricultural community.

In 1899, the history of Bethpage Elementary began as Tulatuskee Normal College, organized for the training of teachers. Following the decline of the college, it became Bethpage High School. It remained a high school until 1947 when it began to house grades one through eight. Bethpage school eventually became Bethpage Elementary School serving kindergarten through fifth grade.

The late 1970's brought turmoil. It seemed as though small schools were to become obsolete; therefore, the end of the school year brought great fears of closure. The school year of 1987-88 brought the dreaded news. It was suggested that a new school be built closer to a nearby town. The community was devastated, but banded together to save the school. The community's perseverance and dedication paid off and in 1991, the groundbreaking ceremony was held for the new Bethpage Elementary School.

Today, Bethpage Elementary School is a twenty-five room school serving 242 students grade kindergarten through fifth grade. This includes a faculty of one principal, fifteen classroom teachers, a reading specialist and a librarian, and sharing a music teacher, art teacher, physical education teacher, speech teacher and special education teacher with another school in the county. Bethpage Elementary School also has two paraprofessionals, two regular education assistants, one bookkeeper, one attendance clerk, three custodians, and four cafeteria workers.

The recipe used to create Bethpage Elementary School is a combination of precious ingredients, each unique and wonderful, yet equal in the contributions they provide to the whole. If any component were deleted or allowed to eclipse the others, Bethpage Elementary School would cease to be the respected educational institution it is known to be today.

The ingredients, that blend so smoothly, begin with a cluster of dedicated teachers and support personnel who perform their jobs with enthusiasm and professionalism. Then we add a team of central office support staff that is "second to none". Next, we stir in one loyal Parent/ Teacher Organization with grand dreams and strong backs. The school really begins to take shape as we fold in a team of 242 students in grades K-5, along with their families. They shape the Bethpage community and rally around the school with devotion and an overwhelming network of aid and sacrifice.

Their commitment and interest in Bethpage Elementary are evident when families fill the building for holiday programs, parent/ teacher meetings, and to help volunteer for any project. Our school really serves as the "center" of the Bethpage community functions, community meetings, and even family reunions.

The school maintains weekly communication with all parents through a folder sent home with every child on Wednesday. It contains a weekly newsletter that shares upcoming events, a monthly calendar that lists each child's birthday, breakfast and lunch menus from the cafeteria, and student work. Phone, email, school web site, and one-on-one meetings are examples of teacher and parent communications.

Community members also belong to our Parent/ teacher Organization. The PTO's help is irreplaceable. They pay the salary for our computer lab instructor, purchase software and hardware, buy journals, books, TCAP review materials, and provide daily morning snacks for all students taking the TCAP test. Several thousand dollars have been spent to upgrade the school playground, which also serves the community when school is not in session.

No recipe is complete without a few herbs, spices, and seasonings. Bethpage sprinkles them liberally into the mix. Qualified art, music, physical education, and library teachers provide exceptional instruction weekly. Special programs such as Resource and Speech/ Language are available for our students with special needs. The Junior Beta Club provides peer tutoring for primary grade children.

Bethpage is a Title 1 school with 58% of the student population on free or reduced lunch. Our Title 1 program, SWAAP (School Wide Academic Advancement Program), is school wide. This is a reading program that addresses our marginal readers and strives to bring them up to the grade level. SWAAP holds four parent meetings per year, two after school and two during school hours. The goal of these meetings is to provide parents with skills that they need to help with reading and homework. Activities during these meetings involve parents and children working together on projects and spending quality time together. Children receive books when they bring their parents out to evening meetings. Another component of the SWAAP program is BELP (Bethpage Early Literacy Program). It is an intense reading program that serves all first graders.

Saxon Phonics and Math are integrated into our K-2 curricula. The DIBELS reading assessment is also used with K-2 students as an indicator of the student's capacity for reading success. TCAP Coach and Test Ready study guides are available for grades 3-5. Language Arts, Math, Science, and Social Studies are presented in the TCAP format. "Study Island" is a web based computer program that uses the TCAP format to deliver information and questions. This program allows students to log on at school or at home.

Programs held after regular school hours are vital to our mixture. The YMCA provides childcare daily until 6:00 PM. Two after-school tutoring sessions are also offered to provide additional content area instruction and homework help.

Our highly qualified staff of teachers is very familiar with works by noted educators such as Todd Whitaker, Bob Marzano, Larry Bell, Marcia Tate, Judith and Evan Gould, Marilee Springer, and Susan O'Connor. Publications by these authors have been provided to Bethpage teachers for several years. Our teachers are required to complete thirty hours of high level professional development with emphasis on reading and math each year.

The Bethpage community has a rich educational history. It has produced more teachers, relative to its population, than any other city within Tennessee. Our hope is that with courage and loyalty Bethpage School will continue to live up to its motto - "Learning Today – Leading Tomorrow."

Today, as we continue to embrace our motto, "Learning Today – Leading Tomorrow", technological needs are being met. Using funds from ARRA (American Recovery and Reinvestment Act), Title 1, and the PTO, new desktop computers, laptops, document cameras, LCD projectors, and I-Respond systems were purchased for classroom use. Students are being prepared for our high-tech world with state-of-the-art technology.

The components that have been outlined in this small space are only a portion of the strategies that Bethpage Elementary has included in its recipe for success. Our school motto is "Learning Today – Leading Tomorrow." A second grader suggested this in 1992. He is now in his final year of law school. Our Mission statement states: "Our mission is to provide through challenging curriculum in a safe environment while instilling time-tested values." This says it all.

The following pages provide evidence of excellence in academic achievement and plans for the continuing success of Bethpage Elementary.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Bethpage Elementary is a school where at least 58% of the students qualify for Free or Reduced Lunch, which qualifies the school for receiving Title I services. The population attending Bethpage has only two significant subgroups: white and economically disadvantaged. The school is located in a very rural environment with very limited community resources to help students compared with elementary schools in larger populated areas.

Students in grades 3-5 take the state-mandated TCAP achievement test in the spring semester of each school year. This assessment is a criterion-referenced test based upon Tennessee grade-level standards. The state-mandated TCAP Writing Assessment is administered to students in the 5th grade.

For the past five data years achievement test results depict the Bethpage students in grades 3-5 to have Normal Curve Equivalents (NCEs) ranging from 47.3 to 60.3 in Reading and 48.5 to 67.3 in Mathematics. As a means of contrast, Sumner County School's NCEs top average was 56.6 for Reading/Language and 56.9 for Mathematics for this same time period and Tennessee schools showed a three-year top average of 48.8 in Reading/Language and 48.9 in Mathematics. These scores demonstrate Bethpage's excellence in both of these disciplines when compared with their peer institutions. Bethpage Elementary has, in the three-year averages that are shown in the last three annual Tennessee Report Cards from 2007 to 2009, attained an "A" letter grade from the State Department of Education in both Reading/Language and Mathematics [average NCEs \geq 55].

Writing Assessment results (having a score range of 1 – 6, with a 1 being deficient and a 6 representing an outstanding score) show annual 3-year average scores ranging between 4.1 and 4.2, which yields an "A" grade on the TN Report Card from 2005 to 2009. Between the years of 2005 and 2009, between 93.3% and 76.6% of Bethpage fifth grade students received scores of 4-6 on the writing assessment. 0% of students have received a score of 1.

Tennessee Value Added Achievement System (TVAAS) data show students in grades 4 and 5 for the last five reporting years to have average gains of +1.8 to +7.2 in Reading/Language and +3.6 to +8.4 in Mathematics. System-wide, Sumner County Schools TVAAS ranged from -0.5 to 2.3 in Reading/Language and -1.1 to .3 in Mathematics. Tennessee's TVAAS averages were from 0 to 2.8 in Reading/Language and -0.1 to 1.8 in Mathematics. Bethpage not only had excellent school-wide gains, but is one of only two schools system-wide out of 35 schools and the only elementary school out of 24 schools to have the distinction of positive TVAAS gains in the most recent five years in both Reading/Language and Mathematics. Bethpage Elementary School has been given an "A" for each subject for the last five data reporting years.

Analysis of No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) [a compilation of students' data for all grades 3-5] data shows Bethpage students have not only consistently met state standards, but have consistently exceeded those standards established by the Tennessee State Department of Education to gradually meet the national standards for 2013-14SY in both Read/Lang/Writ and Mathematics even among subgroups that are not significant in numbers and below the threshold of significance determined by Tennessee. Tennessee's AYP goals ranged from 77.1 in 2004 to 89 in 2009 for Reading/Language and 72.4 in 2004 to 86 in 2009 for Mathematics. In those years, Bethpage's school-wide AYP Reading/Language results were 98 in 2004 to 97 in 2009 and its Mathematics results were 91 in 2004 to 97 in 2009.

Bethpage Elementary School had the opportunity to offer an After School Tutorial Program during the 2008 - 2009 school year. This program was made possible with funds from Title I. The group targeted for this

program consisted of economically disadvantaged children who could benefit from one-on-one homework help as well as extra instruction in reading. Third grade students who participated in the 2009 Title I After School Tutorial Program scored 92% proficient/advanced in reading and 92% proficient/advanced in math on the TCAP assessment for 2008-2009. Fourth grade students scored 93% proficient/advanced in reading and 97% proficient/advanced in math. Finally, fifth grade students who participated in the program scored 100% proficient/advanced in reading and 100% proficient/advanced in math. These statistics were made available from the Title I office.

Kindergarten students are assessed and screened using Brigance products published by Curriculum Associates. Kindergarten, first and second grade students are assessed three times a year using DIBELS.

Bethpage Elementary uses the STAR Reading Assessment as another measure of student's reading growth in grades one through five. During the 2009 - 2010 school year significant gains have been reported at each grade level. First grade scale scores have averaged a 78 point gain from the beginning of the school year to mid-year. During the same time period, second grade scale scores have shown a 123 point gain. Third grade scale scores have increased by 95 points, fourth grade by 87 points, and fifth grade scale scores have grown 97 points.

The website where information on the state assessment system is found is www.state.tn.us/education/. Go to "Report Card", then "Report Card 2007 to Current", the system is "Sumner County".

2. Using Assessment Results:

Data derived from various forms of assessment is used to diagnose instructional strategies and methods in all curriculum areas. Information from Brigance testing provides Kindergarten teachers with the tools needed to reach individuals and small groups. TCAP assessment results give classroom teachers indications of strengths and weakness in math, language arts, science, and social studies of each student. This information is valuable to the present teacher for insight on subject matter that they may need to improve. The test's data is invaluable for student's "next year" teacher. They will have valuable advanced knowledge of their student's interest and skill level as well as classroom trends. Teaching goals and objectives can and do vary from year to year depending on TCAP data. Professional development conferences, workshops, software, professional literature, faculty meetings, text book adoption, and the School Improvement Plans are established as a result of TCAP testing. Star Reading assessment and DIBELS testing is used in all grades to identify children who need some type of intervention.

The Title 1 reading program uses data gathered from the DIBELS assessment to evaluate student's reading strengths and weaknesses. The DIBELS assessment is an indicator of area that may require additional intervention beyond those provided by the regular classroom teacher. The DIBELS assessment data can be used to identify specific needs and then allow for an ideal individualized learning plan to be used for each child.

The Title 1 reading program also uses the Diagnostic Reading Assessment published by Celebration Press (2006) to observe, record, and evaluate changes in student reading performance. These assessments are conducted one-on-one and provide vital information to determine the current reading level of the student and to provide data about what the student needs to learn next.

The Title 1 reading program also uses a one-on-one assessment for phonics needs and sight word instruction. Used in conjunction with the DIBELS and Diagnostic Reading Assessment they provide a full range of materials to ensure that every student's individual needs are being served.

Assessment result from homework, class work, and subject matter tests for every student is collected by each classroom teacher at the end of the 1st nine week grading period. Students who are struggling in math and

reading are given extra time with a teaching assistant, a peer tutor or a school board approved volunteer parent to aid them.

Students who continue to fall behind (at risk students) are referred to the Student Support Team (SST). The team is composed of a chair person, the principal, two classroom teachers, and the referring teacher. The student's weakness is identified. The team members offer accommodations and modifications for intervention. New instructional strategies for a particular student are put into place in the classroom. The new interventions must be applied for six to ten weeks. The team and the parents convene at the end of the prescribed time to determine what is best for the child. Often, the accommodations provide the necessary steps. In a small percent of students, special education may be an option.

3. Communicating Assessment Results:

Bethpage Elementary is aware of the significance of communicating assessment results to parents, stakeholders, and the community. The school's website, <http://bpe.sumnerschools.org/>, has a link to the State Department of Education's website where interested persons can access the Tennessee Department of Education's Report Card on schools. The No Child Left Behind (Adequate Yearly Progress) Achievement and Value-Added results for the three years are displayed.

Upon completion of the TCAP Writing and Achievement test, all students receive a copy of their results and the Tennessee Department of Education furnishes each parent with a document explaining the results of the tests.

Bethpage Elementary School uses a nine-week grading period. Each week, classroom teachers send home a Wednesday Folder for every student. This folder contains all class work, tests, project results, and special events to come. The folder also gives parents strategies and methods to assist their children academically and recommends books to share with them. Every four and a half weeks teachers send home a progress report for each student and report cards go out every nine weeks. Many students receive the B.U.G.s (Bringing Up Grades) Award after completing the 2nd nine week grading period. Our faculty uses the internet and telephone to stay in close contact with the parents/ guardians of their students. For those few that have neither a computer nor a telephone, the U.S. Mail is the primary means of communication.

Parent-Teacher Conferences are scheduled two times a year, in October after the 1st nine weeks of school and in March after the 3rd nine week period. Title 1 Literacy Night meetings are scheduled in the fall and spring and involve parents and stakeholders in Bethpage's reading programs. This is a collaborative effort with the faculty and staff, PTO, parents, and relatives. All K-5 students attending Literacy Night receive a free grade level appropriate book. Writing samples, class projects and artwork are displayed outside each teacher's classroom. Parents and stakeholders are always invited to visit Bethpage Elementary School, including our Open House, PTO Meetings, Literacy Night, and evening music events. Anyone unable to visit during these events is welcome to reserve a time to visit the school. On registration day, each parent receives a Student Handbook that contains a calendar for the entire school year which includes the report card dates and the TCAP testing dates.

4. Sharing Success:

Bethpage Elementary School believes the success of any school begins with outstanding and caring teachers and staff, strong parental and stakeholder support, community involvement, exceptional school board and central office personnel, an understanding county commission, and the leadership of the principal.

The school always obtains written permission from parents/ guardians for their child's name and/or picture to be shown in any form of media. Bethpage disseminates its success information through the three county newspapers, the Board of Education's newsletter, local radio stations, the State House of Representatives, the

Sumner County Commission, the Sumner County Board of Education meetings, weekly school newsletters, Good Slip Drawings for students who have been caught being good, Awards Day, bulletin boards and hall displays. Two staff members are selected each school year to be responsible for public relations for Bethpage.

The internet has been a very useful tool for sharing the success of Bethpage Elementary School. It allows teachers to communicate directly with individual parents about their child's progress and the school's website can be accessed anywhere.

Bethpage welcomes all teachers from any school to visit and observe our teachers at work. Teachers and principals have visited the Title 1 staff and gathered strategies from our early intervention program. The principal shared the school's success story with the Nashville news media when he accepted the Education Consumers' Foundation award on behalf of the school for having the highest three-year average "value-added" scores in Middle Tennessee.

The teaching staff collaborates to share data-driven instructional techniques and methods. Classroom teachers and special teachers meet twice a year in teams during the county's "stockpiled" days to share information each has gathered from the school's Book Study event. Teachers who attend high quality professional development workshops return to share their experience and information while training other staff members. Teachers from Bethpage Elementary are often encouraged and invited to conduct countywide professional development programs in math and reading during the summer months.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Bethpage's K-5 curriculum for all content areas is aligned with the approved Tennessee State Department of Education Standards that incorporate Grade Level Expectations, State Performance Indicators as appropriate and Checks for Understanding. Visual and performing arts, guidance and physical education are led by state regulations.

Entering kindergarten students are individually assessed during the first weeks of school using Brigance as a screening tool. In addition DIBELS benchmark assessment is used for K-2 at the beginning, middle and end of the year to determine progress in various reading skills. Orchard is the benchmarking tool for reading and math for grades 3-5. Progress monitoring is provided at regular intervals for students identified as at risk or some risk. Assessment data drives instructional decisions.

Literacy blocks are designed to provide a minimum of 90 minutes of uninterrupted literacy instruction for K-2 students based on diagnostic evaluations of students' needs. A minimum of 60 minutes of uninterrupted instruction is provided for students in grades 3-5. Research-based strategies and best practices are incorporated and include such approaches as whole group and small group instruction, differentiated instruction and learning stations. Areas identified by the National Reading Panel as essential components of the reading curriculum are addressed. Accelerated Reader is implemented to support literacy instruction.

Texts from the Sumner County Schools' adopted list provide a spiraling approach to math instruction through repeated exposure to concepts, skills, and procedures in a variety of different contexts. Direct whole group instruction and learning stations incorporating a variety of manipulatives provide any necessary reteaching, practice and challenge to meet established Grade Level Expectations. Orchard benchmarking assessment data informs math instruction for grades 1-5.

Bethpage has one full-time reading specialist and one paraprofessional funded through the Title 1 program. These interventionists work with students identified as at-risk or strategic using a variety of research-based interventions and literacy connections. An Instructional Coach also serves the school on a part-time basis.

The Title 1 program at Bethpage Elementary is school-wide, which means that every child benefits from the services and funds provided for the Title 1 program. The program is referred to as SWAAP or School Wide Academic Advancement Program.

Every child who is determined to be at-risk according to DIBELS assessment is served by the Title 1 program. The paraprofessional serves the kindergarten children with an inclusion program. She works closely with the classroom teacher to provide comparable instruction at a level that more closely matches the level of the at-risk child. This instruction is in addition to the program provided by the classroom teacher.

The reading teacher serves children in grades one, two and three in the Reading Lab. All first grade students participate in the Bethpage Early Literacy Program or BELP. The entire class comes to the Reading Lab at the same time. They are divided into four groups according to ability.

The reading teacher uses the Leveled Literacy Intervention program to work with the lowest level group, referred to by DIBELS as intensive. The classroom teacher works with the next highest group. A Title 1 paraprofessional and a classroom teacher assistant serve the other two groups. The entire class is actively involved in reading and language activities specifically designed to meet their learning needs.

Children in grades two and three are served in small pullout groups in the Reading Lab. The reading teacher maintains close contact with classroom teachers to monitor progress and identify issues. Together, they form a team whose goal is reading success for every child. The reading teacher also goes into the kindergarten through grade three classrooms to provide additional instruction in the child's regular classroom setting.

Fourth and fifth grade students receive inclusion services provided by the Title 1 paraprofessional. The classroom teacher provides materials in reading or math and works with and supervises the paraprofessional as she provides additional support for these older students.

By working as a team, the Title 1 reading teacher, Title 1 paraprofessional, and regular education classroom teachers create a learning environment within the school that supports and encourages every child to reach their full potential.

Speech/ Language therapy focuses on articulation mediation, language comprehension, expression, fluency, and social skills. Many types of assessment tools are used, depending on the student's age and area of concern. For example, the "Goldmann Fristoe Test of Articulation" is used to assess sound production at the word level. The "Clinical Evaluation of Language Fundamentals" is sometimes used to assess comprehension and expression in elementary students. After assessments are completed, an IEP team meeting is set. The team includes the regular education teacher, speech-language pathologist, principal, and the parent(s). A decision is reached on services to meet the areas of concern. To remediate articulation errors, correct modeling of targeted sounds is imperative. Practice at school and home assists student to be successful.

The special education resource/ inclusion program at Bethpage Elementary serves and addresses the needs of students who have various disabilities. Some of the disabilities include: Language impairments, Specific Learning Disabilities, Asperger Syndrome, and Intellectual Giftedness. The inclusion staff supports the students in the regular education classroom by facilitating the accommodations and modification, allowing the students to get the most out of the general education curriculum. Examples of such accommodations include: generating study guides, test modifications, review and practice drills.

The resource classroom is a setting that is separate from the regular classroom. The special education teacher works with students in small groups or individually. Progress monitoring of each student occurs weekly using tools such as DIBELS for oral reading fluency. The curriculum used for students with reading disabilities is the "Orton Gillingham" based "Wilson Reading Program", which stresses phonemic awareness, word structure and fluency. Written expression skills are strengthened with programs such as "Step Up To Writing" and "Foundations". Math skills are strengthened through the "Touch Math", "Singapore Math" and "menu Math" curriculum and other hands-on approaches. These materials, along with the staff training, are provided through the Sumner County School Pupil Services.

The gifted program at Bethpage is conducted outside of the students' regular classroom, where students work in small groups researching topics of interest. This class serves as an extension to the general curriculum as students bring in questions and ideas pertaining to ongoing units of study in their own classrooms. The gifted students are then able to provide enrichment experiences for their classmates.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Bethpage has established a daily block of instructional time dedicated to literacy instruction. The current district-wide adoption, Scott Foresman Reading Street, is implemented with an emphasis on fidelity. The series is aligned with the Tennessee State Standards, provides a research-based approach and incorporates the various components of literacy including reading, writing, language and spelling.

Literacy blocks provide a minimum of 90 minutes of uninterrupted instruction for K-2 and 60 minutes for grades 3-5. The literacy block provides opportunities for whole group instruction and allows students to participate in skills based literacy stations. The classroom teacher and interventionist(s) meet with students for guided reading during the literacy station rotations. During guided reading the teacher focuses on various skills, concepts, and reading strategies specific for each homogeneous group of students. The grouping of students is flexible and is designed to best meet the identified needs of students. Teachers incorporate leveled readers and word walls to support and enrich reading instruction.

DIBELS benchmark and progress monitoring assessments are used to inform instruction and to determine which students receive intervention services. For students identified as needing support, an additional 30 minutes per day of focused instruction is provided by the Title I reading interventionist(s). In addition the adopted series provides phonics, vocabulary, fluency and comprehension assessment.

Orchard benchmarking is used for students grades 3-5 and the resulting data is used to generate additional computer based skills practice. Students participate in the Accelerated Reader program. Writing activities occur on a regular basis and are integrated across content areas. Teachers utilize writing rubrics to focus students on identified strengths and weaknesses. As a school, our ultimate goal is to have each student reading on grade level by the third grade and to instill a love for reading for a lifetime.

3. Additional Curriculum Area:

Bethpage Elementary provides students with a math and language arts curriculum, which are both standards based and aligned with Tennessee Curriculum Standards. These standards are reinforced by teacher-made, skilled-based differentiated learning stations. Teachers use whole group instruction, flexible small grouping, differentiated instruction and progress monitoring to support instruction.

Our primary students have the opportunity to use Saxon Math in addition to the district adopted math program. Saxon Math is a scientifically research-based program that provides prescribed instruction using problem-solving skills, real-life applications and repetition. It is designed to present concepts through meaningful hands-on activities and rich mathematical conversations. Students learn to reason, communicate and make connections. This program encourages students to move from the concrete to the pictorial to the abstract.

Professional development for faculty and instructional staff has emphasized real world math connections, use of manipulatives, strategies for solving word problems, developing math vocabulary, and promoting conversation about the path for arriving at a math solution.

Shurley Language is implemented in addition to the district-adopted language arts curriculum. Shurley Language is a fun music-enhanced program. Children memorize jingles to learn grammar basics. They learn a “question and answer flow” in which they attack sentences by asking exact questions to determine subject, verb, direct object, etc. The combination of visual, verbal, and written activities helps children with a variety of different learning styles.

Six-Trait Writing is also used in conjunction with our language arts curriculum. This is a program designed to teach writing using six key traits: Ideas, organization, voice, word choice, sentence fluency, and conventions.

Bethpage Elementary has a school-wide Title I program. The program is called School Wide Academic Advancement Program or SWAAP. It serves all students in grades K-5 with an emphasis on students who display a need for reading intervention beyond the 90-minute block of reading instruction provided by the classroom teacher. Because of the importance of acquiring a firm foundation of reading skills before reaching the intermediate grades, special significance is placed on grades K - 2.

Children receive small group instruction in both pullout sessions and inclusion groups in the regular education classroom. A specialized curriculum is used as an intervention for the students who struggle with the grade level program used in the classroom. A wide variety of children's books are available and accessible, and reading, writing, and word work activities are meaningful. On a daily basis, all students hear a variety of literature read aloud, read independently for a sustained period of time, respond to literature in a variety of ways, and receive instruction and support in guided reading groups and/or individual reading conferences.

The Reading Lab serves as a hub for the entire school by providing classroom learning games and center activities, maintaining a professional library for teacher use, purchasing professional literature, and making professional development available for staff. The reading teacher works closely with classroom teachers to coordinate instruction to help all students become proficient, enthusiastic readers who read for a variety of purposes.

Bethpage Elementary also provides additional curricula through extended learning opportunities. These opportunities include an after-school and summer program.

The afterschool extended learning opportunity is called Afternoon Adventure Study Club. Intermediate students are selected based on teacher recommendations and needs assessments. Highly qualified teachers assist the selected students with homework responsibilities as well as providing reading and math instruction. The ten-week program offers Fall and Spring sessions that serve approximately twenty students per session. Transportation, snacks, energizers and parent communication are provided to help insure the success of the program.

To prepare students for a new school year and prevent "summer loss," Bethpage Elementary Title I offers a three-week summer learning opportunity called Title I Summer Adventure. The students are at school for four hours each day. This extended learning opportunity is offered to approximately thirty rising third-grade, fourth-grade, and fifth-grade students. The students are also selected based on teacher recommendations and needs assessments. Highly qualified teachers use scientifically based reading and math materials to provide appropriate learning opportunities for the students. To enhance learning, computer and writing activities are integrated into the curriculum. Transportation, breakfast, lunch, community enrichment and parent communication are all successful components of the Title I Summer Adventure.

Bethpage Elementary School currently subscribes to three curriculum based computer programs. The programs may be accessed from classroom computers for whole class instruction using projectors or children may use individual computers in the computer lab.

Education City utilizes colorful, animated activity to bring learning to life. It uses interactivity, humor, and animation to appeal to children between the ages of three and twelve. It aids students in mastering the essentials in math, language arts and science. Teachers have the option of tailoring individual learning plans for each child as well as tracking the progress of each child.

The Orchard program is research based and easy to use. Children are benchmarked and then the program automatically creates a personalized learning plan based on the students' strengths and weaknesses.

Study Island is our third user-friendly program. It is research-based, and offers a variety of fun questions in a variety of topics and levels. Though both challenging and interesting, Study Island specializes in preparing students for achievement tests by aligning with state assessments.

D.A.R.E. (Drug Abuse Resistance Education) is a combined effort that encourages dialogue between law enforcement, school, and parents. The D.A.R.E. curriculum is taught by a law enforcement officer, whose training and experience provide the background needed to answer the sophisticated questions often posed by young students about drugs and crime. It integrates the latest in research-based strategies into the world's

largest and most effective educational delivery. D.A.R.E. is more than just drug prevention education. This program includes teaching conflict resolution strategies as well as informed decision making skills. Lessons include teaching students how to resist peer pressure and live productive drug-free and violence-free lives. In partnership with Bethpage Elementary School, the Tennessee Highway Patrol furnishes a State Trooper to teach the ten- lesson, ten-week program.

4. Instructional Methods:

The teaching staff at Bethpage Elementary School uses many instructional strategies and assessment methods to determine the strength and weaknesses of our students. Brigance Screening is offered in advanced to all incoming kindergarten students in the spring and summer. The findings of these are made available to the parents so they will have the benefit of better preparing their child for school in the fall.

All teachers are skilled in research-based teaching strategies include graphic organizers, summarizing, reinforcing effort and recognition, homework and practice, nonlinguistic representations, cooperative learning, feedback, and generating and testing hypotheses. Each Friday classroom teachers are specials teachers turn in lesson plans describing how these strategies were used in presenting a subject or subjects. The plan also includes information how Larry Bell's "12 Powerful Words" were introduced during class discussion. We teach the acronym S.P.I.C.E. F.E.D. C.A.T.S. to help students learn the "12 Powerful Words": summarize, predict, infer, compare, evaluate, formulate, explain, describe, contrast, analyze, trace and support.

A school-wide writing assessment is given three times per year and each child's portfolio is filed and provided for his/ her teacher for the next school year. The TCAP Writing Assessment is taken each February by the 5th grade students, and the 3rd, 4th, and 5th grade students take the TCAP Achievement Tests yearly in the spring.

Other differentiated instructional methods offered by our school include: DIBELS, Accelerated Reading, Star Reading, Orchard (benchmarking testing), Education City, Study Island, "Quantum Learning", "Shurley Language", "No More Letter of the Week", Marcia Tate's brain-based approach, and adult and peer tutoring. Kindergarten through second grade utilizes "Saxon Phonics" and "Saxon Math" to supplement the basics.

The Title 1 program provides individual and small group instruction for struggling readers. These children are identified through specialized tests that indicate area of weakness, homework and test scores, and teacher recommendation. Assessments used to recognize areas of concern can be further analyzed to accurately pinpoint specific weakness and allow the reading teacher to individualize instruction for each child served.

The Reading Lab utilizes two intervention-based curriculums. One is My Sidewalks on Reading Street published by Scott Foresman (2008). It is completely aligned with the textbook series used in the regular education classrooms. The Sidewalks program integrates skills, stories and themes, even vocabulary words, which compliment the reading instruction the children are receiving in the regular education classroom.

The second curriculum used in the Reading Lab is Leveled Literacy Intervention, published by Heinemann (2009). It is a system of leveled readers combined with hands-on activities that are designed to prevent literacy difficulties rather than correct long-term failure. Its scope ranges from letter recognition, to phonics, to reading fluency. The Leveled Literacy System offers the option of purchasing black and white copies of each book the children read to send home and create a home library for these at-risk readers.

In addition to these two formal series the Title 1 Reading Lab offers a wide variety of books that classroom teachers can check out for leveled reading practice. There are hands-on learning games, books on tape, magnetic letters and boards, as well as electronic games and computers with reading programs.

5. Professional Development:

Professional Development activities in our school system are designed to provide our teachers high quality, research-based learning opportunities using a multi-pronged approach to meet the needs of our diverse learning community. The district has a committee in place to discuss professional development needs and consider requests from teachers and administrators. We have a professional development team in place that works with our school improvement team in determining the needs at our school level. Often, we share training activities with other elementary schools in our county. District-wide professional development planning is tied to the district's Five Year Plan. Bethpage Elementary School uses our School Improvement Plan to help drive professional development opportunities, further supporting the overall district goals. Examples of the various types of professional development activities that our teachers attend include face-to-face presenter-led sessions, PLC activities, collaboration with instructional coaches, online learning via webcasts, blogs and courses, and book studies. Learning topics include content area standards, Quantum Learning strategies, brained-based learning strategies, teaching strategies specific to content areas such as math, reading and writing, depth of knowledge, character education, classroom management, differentiated instruction, flexible grouping, technology integration, and more.

Book studies have been one of the most beneficial methods of professional development for Bethpage Elementary School. What Works in Schools by Robert Marzano, 12 Powerful Words by Larry Bell, Teaching Matters and What Great Teachers Do Differently by Todd Whitaker, Shouting Won't Grow Dendrites and Worksheets Don't Grow Dendrites by Marcia Tate, Differentiating Instruction by Patricia Pavelka, and Now I Get It by Susan O'Connell are examples.

Math is always an area of focus for Bethpage School. Every year, all classroom teachers are required to attend a minimum of one 6 hour professional development conference in grade-appropriate math. "Singapore Math" and "Math Always Matters" are two of the outstanding workshops that our staff has attended. "Debbie Silver Presents" was a conference sponsored by Bethpage offering strategies in math computation. Many other elementary schools were invited to attend. "Math Worksheets Don't Grow Dendrites," presented by nationally known curriculum consultant Marcia Tate, was a hands-on workshop that gave teachers valuable strategies and methods.

Classroom teachers attend what is called a "Drive-In" grade level conference each summer. All special area teachers attend workshops specific to their subject, i.e. art, music, physical education, and media.

Title 1 and central office technology staff provide valuable technical training each year for all teachers. Title 1 provided the means to send classroom teachers to the TCTM National Math Conference. Title 1 also funded two teachers to attend the "International Reading Association Conference" in Chicago, and for the principal to attend the National Title 1 Conference in Washington, D.C.

The principal meets quarterly in a small group setting with his peers and the county elementary instructional coordinators to share thoughts and ideas concerning instruction, curriculum, and policies. The principal also attends a two day, district-provided Administrator's Retreat each summer. Experts in a variety of educational domains present valuable knowledge to principals and central office staff.

6. School Leadership:

Bethpage Elementary School's instructional leader is the principal. His responsibilities are, but not limited to, instruction, curriculum, teacher evaluation and performance, student performance and discipline, policies, fund management, student and staff safety, and public relations. The principal meets with individual grade group teachers twice a month. The purpose for these small group meetings is to gather teacher feedback on curriculum matters, questions concerning the school's discipline policy, assessment, and planning. All pertinent information received from the central office staff and/or the State Department of Education is

disseminated immediately via staff email. Faculty meetings are held on a per need basis to discuss new county and state policies, current issues, major curriculum and discipline concerns, community and stake-holder matters, and professional development.

Each Friday the principal issues each staff member, PTO officers, and YMCA staff a hard copy of his “Friday Focus”. This is a newsletter informing personnel of future events and “good things” happening at school. Staff member’s names are listed for personal and educational accomplishments. Every Friday the principal collects the “Friday Folder” from each certified teacher. The folder contains a detailed lesson plan using Marzano’s Classroom Instruction That Works and one or more of Bell’s 12 Powerful Words. All folders are reviewed and returned to the teachers the following week.

Several school based teams respond to various school needs. The school’s Wellness Team is chaired by the principal and includes the cafeteria manager, the physical education teacher, a classroom teacher, and a parent. This team’s mission is to promote good health through nutrition, physical fitness and mental alertness. The School Climate Team consists of faculty members and parents, who plan school and community events and discuss policies and school improvement. The Student Support Team meets monthly to formulate plans for accommodations and modifications for students who are struggling academically. The Literacy/Title 1 Team, consisting staff and stakeholders meets in the fall and spring (or when necessary) to make plans for the use of local and Title 1 funds. Parent and community involvement, including night-time and school-day activities, student literature, and professional development for all staff members are the main areas of deliberation. The principal meets quarterly, in a small group setting, with his peers and instructional coordinators to discuss instruction, curriculum, and policies.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TCAP

Edition/Publication Year: 2005,2006,2007,2008,2009 Publisher: McGraw Hill/NCS Pearson, Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	93	97	97	97	95
% Advanced	35	38	47	41	48
Number of students tested	40	34	34	37	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	96	94	100	100	100
% Advanced	34	25	57	33	53
Number of students tested	29	16	14	18	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3

Test: TCAP

Edition/Publication Year: 2005,2006,2007,2008,2009 Publisher: McGraw Hill/NCS Pearson, Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	98	100	100	95	95
% Advanced	43	38	41	43	29
Number of students tested	40	34	34	37	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	98	100	100	94	79
% Advanced	41	25	36	28	21
Number of students tested	29	16	14	18	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4

Test: TCAP

Edition/Publication Year: 2005-2006-2007-2008-2009 Publisher: McGraw Hill/NCS Pearson, Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	98	98
% Advanced	68	84	74	64	50
Number of students tested	37	37	35	42	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	57	82	76	67	35
Number of students tested	23	17	17	21	17
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4

Test: TCAP

Edition/Publication Year: 2005,2006,2007,2008,2009 Publisher: McGraw Hill/NCS Pearson, Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	97	100	97	100	100
% Advanced	51	70	63	50	43
Number of students tested	37	37	35	42	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	96	100	94	100	100
% Advanced	35	43	47	43	24
Number of students tested	23	17	17	21	17
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5

Test: TCAP

Edition/Publication Year: 2005,2006,2007,2008,2009 Publisher: McGraw Hill/NCS Pearson, Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	97	98	93
% Advanced	68	77	75	72	62
Number of students tested	41	30	36	46	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	100	96	86
% Advanced	68	70	65	69	52
Number of students tested	19	10	17	26	21
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5

Test: TCAP

Edition/Publication Year: 2005,2006,2007,2008,2009 Publisher: McGraw Hill/NCS Pearson, Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	98	93
% Advanced	59	80	61	59	38
Number of students tested	41	30	36	46	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	100	98	90
% Advanced	47	60	53	50	33
Number of students tested	19	10	17	26	21
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: