

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. Mike Bell

Official School Name: Big Sandy School

School Mailing Address:
13305 Hwy69A
Big Sandy, TN 38221-3587

County: Benton State School Code Number*: 0010

Telephone: (731) 593-3221 Fax: (731) 593-3245

Web site/URL: http://www.bcos.org E-mail: mike.bell@tennk12.net

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. Randall Robertson

District Name: Benton County Schools Tel: (731) 584-6111

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. Joey Cooper

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)
- | | |
|----------|-----------------------------------|
| 2 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 2 | High schools |
| 1 | K-12 schools |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 8479

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. 10 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	20	9	29
K	13	12	25	7	9	11	20
1	5	9	14	8	15	21	36
2	16	11	27	9	16	15	31
3	10	9	19	10	16	20	36
4	15	10	25	11	11	14	25
5	17	18	35	12	15	17	32
TOTAL STUDENTS IN THE APPLYING SCHOOL							354

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
99 % White
 _____ % 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.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	48
(4)	Total number of students in the school as of October 1.	388
(5)	Total transferred students in row (3) divided by total students in row (4).	0.124
(6)	Amount in row (5) multiplied by 100.	12.371

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 69 %

Total number students who qualify: 244

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: 10 %

Total Number of Students Served: 37

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> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>13</u>	<u>1</u>
Total number	<u>54</u>	<u>5</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 13 :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%	95%	95%	95%
Daily teacher attendance	96%	97%	96%	96%	96%
Teacher turnover rate	3%	6%	3%	3%	6%
Student dropout rate	0%	0%	2%	0%	2%

Please provide all explanations below.

Since Big Sandy School is a K-12, we have listed the daily student attendance for grades K-8 in the chart above. The daily student attendance for grades 9-12 were as follows: 2008-2009 - 94%, 2007-2008 - 94%, 2006-2007 - 94%, 2005-2006 - 90%, 2004-2005 - 95%.

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	31	
Enrolled in a 4-year college or university	48	%
Enrolled in a community college	6	%
Enrolled in vocational training	16	%
Found employment	10	%
Military service	13	%
Other (travel, staying home, etc.)	6	%
Unknown		%
Total	100	%

PART III - SUMMARY

Big Sandy School has continuously operated for more than 80 years. The school is somewhat unique in that it is one of the state's few remaining K – 12 institutions. It serves approximately 350 students, about one-third of whom are in the high school. The school's unusual size, institutional structure, and demographics offer valuable opportunities. Generally, teachers and students know one another well by the time the students begin high school, and this fosters a strong sense of continuity, cooperation, and mutual respect. These circumstances also offer opportunities for positive student interaction across grade levels. For instance, students in the high school Spanish classes regularly visit students in the lower grades to serve as role models, and to help introduce these young children to the Spanish language.

Big Sandy staff members have traditionally been deeply conscious of the school's unique character. This recognition is reflected in the school's official beliefs, which stress the importance of cooperation and community, and its vision statement, which begins, "As a small K – 12 school, Big Sandy embraces the opportunity to touch the lives of our children."

Big Sandy's population is notably uniform, and the school reflects this. The student body is more than 95% Caucasian, all of whom speak English as their first language. Despite its ethnic homogeneity, the community's — and thus the school's — economic profile is more complicated, and economic struggle and dislocation are unfortunate facets of life for many. Most of the businesses are small proprietorships, and the tax base is limited. It is only the area's popularity among hunters and other sport enthusiasts that somewhat mediates this problem. According to the 2000 census, more than 20% of the town's population, and more than 40% of its children live below the poverty level. These statistics reflect only the makeup of the town itself, but can be extrapolated to the broader northern Benton county area served by the school. Approximately 2/3 of Big Sandy students, across all grades, qualify for free or reduced lunch.

Despite a limited population, and limited resources, Big Sandy School, and the Big Sandy community, have always risen to face their challenges. Accordingly, the school has been recognized by *U. S. News and World Report* as one that has succeeded under trying socioeconomic circumstances. Computer and internet access are widely available to Big Sandy students, and a growing number of classrooms have electronic white boards. Many of Big Sandy's teachers have advanced degrees, and a few have education beyond that. Anecdotal evidence suggests that a far higher percentage of Big Sandy graduates attend college today than did so in the 1980s.

Within the community, the school is the centerpiece of civic life. Parents are official stakeholders in the school's activities, and it has taken numerous steps to incorporate their opinions and their assistance into its programs. Community interaction is enhanced by a strong athletic tradition. Basketball is an integral part of school life; home games see attendance in the hundreds. In recent years, Big Sandy has fielded successful track and cross-country teams. The school also has numerous academic clubs, including junior and senior branches of the National Beta Club, and "Youth Leadership," a student organization devoted to "the drug-free lifestyle."

Big Sandy School is a community of learning. It is founded upon the principle that all children deserve to receive an education in an atmosphere that fosters relationships, and accentuates the individual value and humanity of each student. Education at Big Sandy School is about striving for success for all, because its staff believes that the children of struggling, rural communities deserve every opportunity to succeed.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Big Sandy School serves students in grades K-12; therefore our school uses all state mandated assessments to measure the growth and achievement of all students.

According to the Tennessee State Report Card using the NCLB guidelines, Big Sandy School has maintained “Good Standing “ status for the last five years indicating sufficient progress toward meeting proficiency for all students in reading/language and math. Graduation and attendance standards must also be met to achieve this status.

Students in grades 3-8 are assessed using the Tennessee Comprehensive Assessment Program (TCAP) each spring. TCAP is a criterion referenced exam with student performance reported in terms of performance levels: Below Proficient, Proficient or Advanced. The information regarding assessment is available on the Tennessee Department of Education’s website www.state.tn.us/education.

The basic trends observed from the data tables presented (Part VII) for grades 3-8 in both reading/language and math are basically upward with most all scores above the proficiency level required by the state. The exception occurs with the decline of scores for 2009 reading/language and math in grade 3 and to a lesser degree grade 4. Of significance is that Tennessee established a new baseline with the 2009 scores. This new baseline was set to prepare for the reporting of the implementation of the new more rigorous curriculum standards and assessments which are more reflective of national and international student performance in the 21st Century. The restructured calculations prohibit comparison to previous years’ data. However, programs have been put into place to intervene more aggressively with the identified groups of students with a higher percent of at risk students.

Our school is pleased that most grades have continued to perform at high levels of proficiency. We are also pleased that the scores for the Socio- Economic Disadvantaged subgroup have remained at or very near the scores for all students.

The data tables (Part VII) for grades 9-12 contain scores for Gateway Algebra I and English II and End of Course English I and Math Foundations II exams. The Math Foundations II exam was eliminated from the state testing schedule in 2009, therefore there are no scores for 2009.

The observed trend on Algebra I Gateway has remained positive with 100% Proficient or Advanced for 3 of the 5 years observed, well above the state expectation. The Socio-Economic Disadvantaged subgroup has performed equally as well as all students.

The observed trend on Gateway English II student scores has also remained positive with student scores at 100% Proficient or Advanced for 3 of the 5 years observed. The Socio- Economic Disadvantaged subgroup has performed equally as well.

The observed trend on the student scores for the Math Foundations II End of Course also remained positive with scores above expectation. The Socio-Economic Disadvantaged subgroup has performed nearly as well.

The observed trend on the student scores for the English I End of Course exam has also remained positive with 100% Proficient of Advanced for 2 of the 5 years observed and 95% or above on the remaining 3 years. The Socio-Economic Disadvantaged subgroup has performed equally as well.

Beginning with the 2009-2010 school year, the Tennessee Department of Education has implemented the Tennessee Diploma Project (TDP), a broad overhaul of standards and curriculum designed to challenge students and better prepare students for college and the workforce which will result in new and more rigorous assessments. Gateway exams in high school will be replaced by end-of-course exams that test the mastery of expectations leading to college and work –readiness. The overall assessment system includes the ACT's College and Readiness Test, Explore (given in the 8th grade) and the PLAN College Readiness Test given in the 10th grade.

The challenge for our school this year is to prepare for the new assessments based on the increased rigor of the standards and curriculum which are designed to challenge students and better prepare them for college and the workforce.

2. Using Assessment Results:

Big Sandy School uses a variety of assessments throughout the school year to ensure all K-12 students are progressing and meeting state standards.

Brigance is administered at the beginning of the school year to all kindergarten students. This tool provides an overall picture of these students' development in key areas such as language development. These data are used to individualize student instruction.

Early STAR Literacy is administered in Kindergarten, 1st grade, the beginning of 2nd grade, and to any special students who are not ready for STAR Reading. STAR Reading is administered in grades 3-8 three times per year and in grades 9-12 two times per year. These data are utilized to determine independent reading levels and guide students to appropriate reading material. STAR Math is administered in grades 3-8 twice per year as a pre and post test as an analysis of the degree of progress of the students over time.

The Stanford Achievement test is a norm-referenced test administered to 1st and 2nd grade students to improve instruction and identify student needs.

Tennessee Comprehensive Assessment Program (TCAP) is administered to all 3-8 students. This data is utilized to help teachers to understand the gains and areas of non proficiency of students and to determine if strategies were effective in meeting the needs of their previous students and to make appropriate adjustments to meet the needs of their current students. Academy of Reading and Academy of Math are computer online based programs utilized to intervene with identified students at-risk.

The EXPLORE is administered to 8th grade students and is the 1st part of a testing system that goes on to include PLAN, which is administered in 10th grade, and the ACT administered to all 11th graders. The assessment system is a comprehensive guidance resource given that helps to measure students' current academic development, explore career/ training options, and make plans for the remaining years of high school and post graduation years.

The Discovery Education Assessment, implemented this year, is given to all high school English, Algebra I Biology I, and U.S. History students to monitor and provide feedback which enables instructors to target areas of need for End of Course (EOC) exams. End of Course (EOC) exams are used to test the mastery of curriculum presented. The EOC counts as a percent of the students' grade.

3. Communicating Assessment Results:

Teachers and staff at Big Sandy School recognize the importance of communicating assessment data and student progress to parents and the community. Throughout a student's academic career at Big Sandy School their progress is assessed and reported in a variety of ways. We communicate assessment data during parent-

teacher conferences which are held each fall, phone calls, Snapgrades (a web-based grade book), report cards, progress reports, and take home folders.

Parents receive a copy of all their child's state assessment results. These include the Tennessee Comprehensive Assessment Program (TCAP) for grades 3-8, Tennessee Writing Assessment for grades 5, 8, 11, with Tennessee End of Course and Gateway Assessment for grades 9-12. Students and parents are offered opportunities to collaborate with the counselor about test results. Along with the State assessments, also STAR Reading, Accelerated Reader, Academy of Reading and Academy of Math, and Study Island results are provided periodically. Honor and Merit Roll along with Perfect Attendance are acknowledged on the school information bulletin board and published in the local newspaper. Parents and local media are invited each year to an Awards Day where students are recognized for their academic excellence in the classroom.

Our school report card and testing data are presented yearly to our Parent Advisory Committee and also published in the local newspaper. The school system website provides an additional avenue for parents and the community to view the school calendar. The website has a link to the Tennessee Department of Education website for school and state report card results. Parents and community members are also very active on the School Improvement Committees and Parent Advisory Committee. Big Sandy School ensures that students, parents, and the community are actively informed about the results of assessments and understand the meaning and use of the data.

4. Sharing Success:

At Big Sandy School, we have ample opportunity to share our successes with the other schools in our district. We attend system-wide meetings and professional development throughout the school year. Many of these meetings are grouped based on our grade level and subject area. Our time is spent sharing our successful academic classroom strategies, and sharing content such as projects and activities that we have used and found to be successful. We also meet to orchestrate curriculum alignment across the county and methods of effectively teaching the new state standards for various subject areas.

Our math department has provided professional development training to the math teachers from the other schools in our county. Those teachers came to our school and were given teaching tips to help improve their state test scores.

Our Family Involvement Coordinator for the county releases a monthly electronic newsletter to the parents in our community to communicate school proceedings, and positive information pertaining to various successes in our school system.

When students transfer from our school, we send a copy of our school profile to their new school. This contains information about our student population, their socio-economic status, and their academic achievements on the ACT, SAT, PLAN, and Explore tests. It also includes information about awards and honors that our school has received.

Big Sandy School has also had the opportunity to share its success at a national level. Our school was awarded the Bronze Award from *US News and World Report* for the 2008-2009, and 2009-2010 school years.

Our school also has an Assistive Technology Center which provides special education training for other districts. This allows the chair of our special education department to attend educational conferences and promote our school and our successes.

These opportunities will allow us to share our success if we are awarded the Blue Ribbon School status.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Big Sandy School's curriculum requirements are aligned with the goals and standards provided by the State of Tennessee that encourage high achievement and provide benchmarks to determine how well students are learning or performing in the classroom. The yearly content and performance indicators are recorded on a pacing chart by each teacher in each classroom. Grades K-5 are self contained classrooms while grades 6-12 are departmentalized.

The arts program encompasses the entire learning spectrum from kindergarten through high school. The focus is cultivating the whole child by building literacy, developing interaction, imagination and dexterity into creative forms of expression and communication. Visual art is taught in grades K-8 and is offered in the high school at beginning and advanced levels. Music instruction is also provided for grades K-8.

English/Language Arts curriculum is presented in an integrated manner focused on developing the language skills necessary for students to be successful academically and throughout their lives in postsecondary education and the workplace. Teachers plan instruction using Grade Level Expectations and Course Level Expectations set by the State of Tennessee.

The Foreign Language program offers instruction in Spanish. Students in grades 9-12 are afforded the opportunity to take three years of Spanish. High school Spanish students present weekly lessons to kindergarten students under the supervision of the Spanish Instructor. Additionally, weekly Spanish lessons are provided to elementary and middle school students by a qualified Spanish instructor.

All students in grades K-8 are instructed daily in the area of physical education. Grades 9-12 are required to complete one unit of Lifetime Wellness as well as an additional ½ unit of physical education. The Lifetime Wellness program addresses content areas such as Disease Prevention and Awareness, Nutrition, Personal Fitness, Safety and First Aid.

Mathematics curriculum is presented in a consistent, organized manner across grades K-12 that aligns with State and National Standards. The focus of instruction is on major mathematic themes and their contextual application. Students learn to apply mathematics to real life situations and to employ critical thinking skills. Students in grades 9-12 are required to complete 4 years of math course work including Algebra I, Geometry and Algebra II plus another higher level math.

The Reading curriculum is presented in a manner in which students will learn the skills necessary to be life-long learners. The strategies learned are integrated into all other subject areas. Students learn to review text, organize information, acquire new vocabulary and engage in self-monitoring and reflecting. In grades K-5, an uninterrupted daily 90-minute block of reading instruction is provided in which students work in large and small groups as well as individually with the teacher to target specific areas of need. Additional reading support is provided by the reading specialist who works individually and in small groups with targeted children.

The Science curriculum follows the emphasis placed by the State of Tennessee on integrating Science, Technology, Engineering and Mathematics instruction. Students in grades K-8 are taught the skills necessary to be successful in science on the high school level. Students in grades 9-12 are required to complete a minimum of 3 years of Science Instruction including Physical Science, Biology I and Chemistry I.

The Social Studies curriculum teaches students the social studies skills necessary to complete high school and be successful post secondary and in the workplace. Students in grades 9-12 are required to complete three

Social Studies units including U.S. History, World History or Geography, Economics and Government. Additionally, students are required to complete ½ unit of Personal Finance.

Computer technology is utilized to reinforce classroom instruction in all academic areas. All students in grades K-12 have computer access in the classroom and via computer labs. Students in grades K-8 have a weekly time dedicated to using computer technology. Programs such as Academy of Reading, Academy of Math and Study Island are used to review concepts and skills presented in the classroom. These programs provide individual student data which can be used to monitor progress and identify areas of need.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading curriculum of Big Sandy School is aligned with the Tennessee Curriculum Standards. The Macmillan/McGraw-Hill Tennessee Treasures program was adopted by Benton County Schools for grades K-6. It is research-based, provides opportunities for differentiated instruction, and offers numerous technological resources. Benton County implemented a 90 minute Reading/Literacy Block to provide reading instruction during an uninterrupted time each day. Main components of the block include large group instruction which provides directed instruction, small group instruction for guided reading and centers for practicing strategies.

In the last few years, as new funding has opened and as new technology has developed several new components have been added to our reading curriculum. They are now integral parts of our curriculum. The addition of computer lab time and of our other programs - Headsprout, Academy of Reading, Accelerated Reader, Study Island, and Partners Enrichment Program (a community involvement program) has provided differentiated instruction for students' long-term growth.

Headsprout is a research-based online program used with grades K-2 that teaches early reading and comprehension. This year, a Headsprout account has been purchased for every kindergarten and first grade student in our school. This program provides phonemic awareness and comprehension skills in order to strengthen individual academic progress. Academy of Reading is an assessment tool as well as an intervention program for at-risk students. Each student advances through the program at his/her own pace. Accelerated Reader is a reading management program that allows students to practice reading at the appropriate level to improve reading comprehension. It strengthens comprehension as the student advances through the program and acquires a love for reading. Study Island is a Tennessee standards based online computer program that presents the students with standard-specific practice followed by immediate feedback and carry-over learning into other subjects providing many opportunities for individual success. This resource greatly enhances student learning because it can be accessed from home, a public library or anywhere there is an on-line connection. Additional reading support is provided through PEP (community volunteers) who read with at-risk students one-on-one during the school day.

Our school also employs a full-time reading coordinator who oversees Response to Intervention (RTI) and assists teachers with small group instruction during our 90 minute reading block. Big Sandy School has seen academic improvement with each school year. We also see academic improvement with each grade level. As the basic needs of our early elementary students are met, a foundation is built for future success.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

The mission of the Language Arts curriculum is to meet the needs of all students at, above, and below grade level. All materials are state standard and are research based. Texts incorporated into the curriculum are Holt Handbook; Holt Rinehart; Winston; Elements of Literature; Prentice Hall, Writing and Grammar.

Grades 6-8 at Big Sandy School are departmentalized in order to better prepare students for the high school experience. In these grade levels, students are engaged in learning reading skills, literature elements, grammar

mechanics, and the writing process. Eighth grade students participate in an intense study of the expository writing process to prepare for the TCAP Writing Assessment.

English I and II focus mainly on elements of literature, contributing to more in depth levels of comprehension and understanding of literature. Students analyze a variety of media to expand the knowledge of structure and organization within a literacy work. Freshman enrolled in English I must complete an end of course exam. Sophomores enrolled in English II must complete the Gateway Exam. English III students continue an abatable investigation of the elements of American literature and begin to incorporate elements into their writing. English IV curriculum is differentiated based on students' post-graduate goals.

Remediation programs for students reading below grade level include Academy of Reading, Reading Across the Curriculum, Study Island, Accelerated Reader, and Discovery Education Probes. All programs are research and standard based and allow for differentiated instruction. Programs allow individualized goals to meet the needs of diverse learners. Our school also takes advantage of full inclusion. This allows all students to gain complete access to classroom material with the assistance of a full-time classroom aide.

3. Additional Curriculum Area:

Big Sandy School's mathematics department works to help students achieve academic excellence and productive citizenship in various ways. Following the Tennessee State Mathematics Standards, we encourage higher level thinking, problem solving, questioning and application of mathematical content. Students are offered advanced courses in mathematics such as Pre-Calculus and Calculus to help better prepare them for college. We also offer eighth grade students the opportunity to take Algebra I at the high school level. These advanced courses not only challenge the students in their mathematical skills but encourage academic excellence and self-worth. Because we feel it is important for students to see their learning is relevant to their lives and future careers, we try to teach through real life applications. Students are challenged in the classroom to problem solve not only independently but with the peers. This interaction allows students that are functioning above grade level to use their skills to help others and challenges them to not only understand the skills on a level of basic use but on a level of greater understanding through explanation. We as teachers work very hard to meet, discuss, and connect the curriculum across all grade levels, especially in sixth through twelfth grades. Working together in such a way allows us to bridge the gaps between grade levels helping those functioning below grade level to catch up, and those functioning at or above grade level to be pushed towards higher thinking. The use of technology in the area of mathematics has been seen to be very beneficial in bridging these gaps. The use of Accelerated Math, Study Island and Discovery Education's Benchmark Testing with online applications have helped to improve individual learning and has been seen to promote great self-worth, especially in students that were at one time struggling in mathematics.

4. Instructional Methods:

Instructional methods vary greatly based on the needs of individual students. At the elementary level there is an average student to teacher ratio of 16 to 1; junior high 14:1; and high school of 16 to 1. We have 3 regular education, 1 at-risk, 4 federal special education para-professionals, 2 highly qualified special education teachers, and 1 Speech/Language Pathologist that allow us to lower the student to teacher ratio, and meet the needs of individual students. All students, served under an IEP, are in inclusion-based classrooms where special education personnel, along with the regular education teacher, help to provide needed modifications and accommodations to meet individual students' academic curriculum. The implementation of a multi-sensory room into the curriculum greatly benefits the learning of students with severe disabilities and sensory processing disorders. Pull-out and inclusion based interventions are available with the multi-sensory room.

Students, K-8, are broken into appropriate levels of instruction to allow for remediation or acceleration, if needed. We have a high level of identified "at-risk" students whom we provide with extra help to attempt to level the academic playing field. Computer based remediation and acceleration programs, Academy of Reading and Math, Study Island, Headsprout, Accelerated Reader, Accelerated Math, along with small group

sessions are provided. Students who are “targeted,” which means that they scored below the 40th percentile on state testing, are put into level two of RTI, and are provided with interventions to help decide whether special education testing is needed.

High school students are enrolled in a Focused Plan of Study which is a four-year plan of high school courses jointly prepared by the student in 8th grade, parent/guardian and school counselor. This focused plan of study takes into account the students post-secondary goals and helps to prepare all students for post-secondary success. Students, during their Junior year, are allowed to attend Camden High School or Benton County Career and Technical Center for half of the day which provides access to Career and Technical Education courses as well as additional electives that might not be offered at Big Sandy School.

5. Professional Development:

Big Sandy faculty and staff are provided a wide variety of professional development focused on researched based “best practices”. Our ongoing professional development, both school based and county wide, is designed to give teachers the ability to ensure our curriculum is aligned with evolving state standards and assuring our students are meeting state standards.

For the last two years, 50% of our teachers, K- 6, attended in-service provided by the Tennessee Department of Education on the new Tennessee standards. These teachers then taught professional development classes to all teachers in the Benton County System.

Each year our district provides a day that is focused on school improvement. Teachers lead workshops on state standards as well as discuss the previous year’s test scores and focus on improving all areas of student achievement.

Big Sandy School teachers were trained by Study Island Implementation Specialists to assist students using Study Island, a web-based instruction, practice, assessment and reporting program based on Tennessee’s standards. Students use this program in the classroom as well as at home. Grades 6-8 students have a 45 minute class everyday that is specifically devoted to Study Island. Grades 3-5 have scheduled access to the computer lab for web based instruction. Teachers are trained to monitor daily progress and adjust programs to fit the diverse needs of individual students.

Teachers meet with the Literacy Coach weekly to analyze student progress using the standards based programs Headsprout, Academy of Reading and Academy of Math.

Each teacher in the grades 4-12, has a smart board with grades 1-3 to be installed this year. Teachers are provided with smart board training yearly. A county wide technology coach collaborates periodically with teachers to help with any questions, share new sites and help with lesson planning aligned with the goal of student involvement and academic success.

Our Assistive Technology Specialist provides training for teachers across the state on multisensory room techniques which benefit the learning of students with severe disabilities and sensory processing disorders.

6. School Leadership:

The mission of Big Sandy School is to provide a safe, supportive environment for all individuals that promote student self-worth, academic excellence and productive citizenship. The administrators of Big Sandy School are the instructional leaders of the school. They are supported by a team of gifted and talented teachers who are dedicated to their profession and meeting the needs of our students.

The administration is a strong advocate of the school's mission and beliefs providing direction, offering support, allocating resources, offering encouragement and demonstrating high expectations of all stakeholders.

The principal and assistant principal work closely together in fulfilling their responsibility of promoting the educational well-being of each student in the school. They actively participate in the school improvement process ensuring the school's vision and beliefs remain at the forefront of decision making.

Our educational leaders of Big Sandy School are active members in the community. They are involved, participate in some capacity or lead in all activities involved with the school. Their work day does not end at the last bell. They spend many hours at the school and are more than willing to help with the needs of the students and community. They along with the teachers and staff take time to be involved with the lives of their students.

Having high expectations of themselves, teachers, staff and students is a mark of the successes of the administrators at our school and sets a precedent for raising a standard that supports our mission and beliefs. We as a school strive to do and be our very best and believe that our students try to model those who they respect and those who show genuine kindness, concern and love toward them. It is this behavior which best describes the school leadership, teachers and staff at Big Sandy School and is the basis for our students success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Test: Math Foundations II End of Course (Eliminated from the
10 testing schedule in 2009, therefore no scores for 2009)

Edition/Publication Year: 2008, Publisher: CTB/McGraw-Hill
2007, 2006, 2005

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month		May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced		95	93	100	87
% Advanced		32	45	68	83
Number of students tested		19	29	23	23
Percent of total students tested		100	100	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		100	90	100	81
% Advanced		29	33	50	75
Number of students tested		17	21	14	16
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:

Math Foundations II End of Course exam was eliminated from the state assessment schedule 2008-2009 school year, therefore there are no scores for 2009.

Subject: Reading

Grade: 10 Test: Tennessee Gateway English II

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	95	100	94
% Advanced	86	76	82	90	67
Number of students tested	28	37	39	39	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	89	100	87
% Advanced	83	81	72	86	60
Number of students tested	24	26	18	21	15
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: Test: Tennessee Comprehensive Assessment
3 Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007,
2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	69	95	84	95	74
% Advanced	35	35	27	15	13
Number of students tested	26	40	37	20	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	91	81	87	56
% Advanced	33	39	29	33	11
Number of students tested	21	23	21	15	18
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: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005

Publisher: CBT/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	69	97	84	95	84
% Advanced	38	25	27	15	16
Number of students tested	26	40	37	20	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	100	81	93	78
% Advanced	38	26	24	20	11
Number of students tested	21	23	21	15	18
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: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	84	90	74	93	84
% Advanced	26	33	22	40	9
Number of students tested	38	30	23	30	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78	87	67	89	82
% Advanced	26	27	17	28	18
Number of students tested	23	15	18	18	22
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: Tennessee Comprehensive Assessment (TCAP)

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	82	87	91	83	84
% Advanced	26	30	30	33	19
Number of students tested	38	30	23	30	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	74	87	89	78	82
% Advanced	30	33	22	28	18
Number of students tested	23	15	18	18	22
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: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	96	86	91	94	70
% Advanced	43	52	38	22	15
Number of students tested	28	21	34	32	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2		1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	83	87	93	79
% Advanced	47	50	33	22	14
Number of students tested	17	18	15	27	36
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: Test: Tennessee Comprehensive Assessment
5 Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007,
2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	93	100	100	94	85
% Advanced	32	29	32	19	24
Number of students tested	28	21	34	32	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2		1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	100	100	93	86
% Advanced	17	33	27	19	17
Number of students tested	17	18	15	27	36
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: 6 Test: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	86	97	94	91	94
% Advanced	33	63	23	35	47
Number of students tested	21	38	35	43	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2		1		
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	82	96	91	88	91
% Advanced	35	52	22	30	35
Number of students tested	17	23	23	33	23
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: Test: Tennessee Comprehensive Assessment
6 Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007,
2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	95	100	91	88	94
% Advanced	33	34	31	37	38
Number of students tested	21	38	35	43	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2		1		
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	100	87	88	91
% Advanced	29	35	26	33	35
Number of students tested	17	23	23	33	23
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: 7 Test: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	88	93	97	93
% Advanced	51	30	43	53	40
Number of students tested	37	33	40	34	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	82	88	100	90
% Advanced	39	23	27	50	33
Number of students tested	23	22	26	26	30
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: Test: Tennessee Comprehensive Assessment
7 Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007,
2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	97	95	91	93
% Advanced	49	21	33	35	40
Number of students tested	37	33	40	34	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	96	92	92	90
% Advanced	44	14	23	35	33
Number of students tested	23	22	26	26	30
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: Test: Tennessee Comprehensive Assessment
8 Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007,
2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	97	90	92	92	95
% Advanced	35	50	53	62	34
Number of students tested	31	40	38	37	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	84	93	86	89
% Advanced	37	44	44	50	16
Number of students tested	19	25	27	22	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: Test: Tennessee Comprehensive Assessment
8 Program (TCAP)

Edition/Publication Year: 2009, 2008, 2007,
2006, 2005

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	97	100	97	92	95
% Advanced	19	43	39	54	34
Number of students tested	31	40	38	37	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	100	96	86	89
% Advanced	16	32	30	41	16
Number of students tested	19	25	27	22	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: 9 Test: Tennessee Gateway Algebra I

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	95	97	100	100
% Advanced	77	79	88	87	84
Number of students tested	35	42	33	39	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	92	92	100	100
% Advanced	74	81	77	75	82
Number of students tested	27	26	13	20	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: 9 Test: Tennessee End of Course English I

Edition/Publication Year: 2009, 2008, 2007, 2006, 2005 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	97	100	100	96	95
% Advanced	51	60	59	40	48
Number of students tested	39	35	41	46	45
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	96	100	100	93	94
% Advanced	40	61	54	26	35
Number of students tested	25	28	26	27	31
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:

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