

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: Mrs. Cynthia Young, Ed.S.

Official School Name: Cowan Elementary

School Mailing Address:
501 E Cumberland St
Cowan, TN 37318-3261

County: Franklin State School Code Number*: 0035

Telephone: (931) 967-7353 Fax: (931) 967-7915

Web site/URL: http://franklincountyschools.k12tn.net/COWAN.html E-mail: Cynthia.young@fcstn.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*: Dr. Rebecca Sharber

District Name: Franklin County Schools Tel: (931) 967-0626

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. Michael Cunningham

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)
- | | |
|-----------|-----------------------------------|
| 7 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 1 | High schools |
| 1 | K-12 schools |
| 11 | TOTAL |

2. District Per Pupil Expenditure: 8199

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

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	22	14	36	6			0
K	17	27	44	7			0
1	35	23	58	8			0
2	30	33	63	9			0
3	26	18	44	10			0
4	33	17	50	11			0
5	26	30	56	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							351

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 7 % Black or African American
 _____ 3 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 89 % 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: 14 %

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.	25
(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)].	46
(4)	Total number of students in the school as of October 1.	338
(5)	Total transferred students in row (3) divided by total students in row (4).	0.136
(6)	Amount in row (5) multiplied by 100.	13.609

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

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

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

Total number students who qualify: 237

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: 26 %

Total Number of Students Served: 92

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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>10</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>18</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>2</u>
Paraprofessionals	<u>13</u>	<u>1</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>48</u>	<u>4</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 20 :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%	96%	95%	95%	95%
Teacher turnover rate	2%	1%	3%	1%	0%
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	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>0</u> %

PART III - SUMMARY

Cowan Elementary School is a Title I school accredited by the Southern Association of Colleges and Schools and has been in good standing with the No Child Left Behind policy since 2003. Cowan is a rural community in Franklin County in southern Middle Tennessee with a population of 1,770. Our school has 351 students ranging from preschool through fifth grade. The free or reduced program serves 68% of our school population.

The faculty and staff of Cowan Elementary warmly welcome students, parents, and visitors which have greatly contributed to CES's reputation as a friendly and inviting school. The staff is dedicated to our school's mission to promote students to the middle school level having achieved the highest degree of their ability. Teachers often arrive at school early and stay late in order to tutor students and to develop the most effective lessons and teaching strategies. Many faculty and staff members have worked together for over twenty years and have formed cohesive bonds which serve to strengthen their dedication to the students and school.

Cowan Elementary is fortunate to have a very supportive community, and we strive to fulfill our vision of not only being highly regarded for our academic excellence, but of also actively serving and improving our community. We have a very dedicated Partner in Education program with partners providing time and money to help our school. Volunteers are often seen at our school for such events as Field Day, Book Fairs, chaperones for field trips, fundraisers, and our county's Backpack Program. Parents volunteer as basketball coaches, readers for our Accelerated Reading program, PTO officers, and classroom helpers. Our school offers parents and the community the opportunity to attend a fall Open House, PTO programs with grade level performances by the students, an annual play and graduation ceremonies by the fifth grades, an annual patriotic play by our first grades, and parent and Partner in Education lunches with students.

Using state-of-the-art technology is a definite strength of CES. Through the use of Title I funds and local and state grants, a "Reading Station" with 18 computers and research-based software is available for all kindergarten and first graders to help with reading. A technology lab with 27 computers and educational software is used by students in all grades, and each teacher has a laptop computer to aid in instruction. Wireless internet access throughout the school assists teachers with providing up-to-date curriculum. Classroom teachers readily use their classroom projectors and document cameras as teaching tools to enhance teaching strategies.

Cowan Elementary has achieved a number of accomplishments and recognitions. Several of our teachers have achieved Model Classroom and Master Classroom status through our Accelerated Reading Program, and our AR Coordinator has achieved Model and Master Coordinator distinction. Our fully-automated library has contributed to the success of our reading program by allowing over 1,000 books per week to be circulated. We feel as though our strong reading program directly contributed to CES's being recognized in 2008 and 2009 as one of the top elementary schools in the state for TVAAS scores on the Tennessee Comprehensive Assessment Program. Our fifth grade classes continue to lead the county Title I schools on the state-mandated writing assessment.

Cowan Elementary is highly honored to be nominated as a Blue Ribbon School. We feel that our academic successes, even though many of our students are from economically disadvantaged homes, are a demonstration of the dedication and devotion of our faculty and staff. The support of a caring and involved community cannot be overemphasized. It is our hope and dream to be named a Blue Ribbon School and to continue to prepare our students academically, socially, and emotionally to be productive citizens and fulfilled individuals.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Cowan Elementary continues to drive focused and rigorous instruction based on assessment and data. Our school has a high number of economically disadvantaged students. Sixty-eight percent of the students at Cowan Elementary qualify for free or reduced lunches. Students in grades 3-5 take the TN Comprehensive Assessment Program (TCAP) achievement test each spring. The TN Department of Education's website on achievement testing is <http://www.state.tn.us/education/assessment/achievement.shtml>. The Tennessee State Department of Education does not mandate testing for students in Pre-Kindergarten through second grade; therefore, test scores for those grades have not been documented. TCAP assesses student performance on items directly aligned with the State Curriculum Content Standards. Test results are reported in terms of performance levels: Below Proficient, Proficient, and Advanced. Cowan Elementary was recognized in 2008 and 2009 as one of the top elementary schools in the state for TVAAS scores on the Tennessee Comprehensive Assessment Program. In addition, for the last five years, Cowan Elementary has met AYP (adequate yearly progress).

In 2009, Cowan scored a B in Reading/Language Arts and in Math on the Criterion Referenced Academic Achievement. Cowan scored 53 and 51 respectively, which was above the state score. However, this data can not be compared with previous years because 2009-10 is a baseline year. The state has made restructured calculations to reflect current education attainment in the state. The three years prior to this, Cowan has scored an A in both Reading/Language Arts and Math.

One hundred percent of all Cowan Elementary third, fourth, and fifth grade students were tested during the past five years with one exception. During the 2007-08 school year, the percentage of students tested in the fourth grade was 98 due to one student's absence due to illness.

In the last five years, Cowan Elementary has surpassed the state's percentage of proficient plus advanced students in both Reading/Language Arts and Math in grades 3-5. Cowan Elementary does not have a large school population and there are not enough members at each grade level in most subgroups for reporting purposes. The subgroup of Economically Disadvantaged shows a high level of proficiency in both Reading/Language Arts and Math at all grade levels. This subgroup in the fifth grade has had significantly higher than ninety percent proficient plus advanced for the last five years in both content areas. For Reading/Language Arts the last three years in a row, the Economically Disadvantaged student subgroup had 100 percent proficient plus advanced in the fifth grade.

Grade 3 has shown strong progress by having a high percentage of proficient plus advanced in Reading/Language Arts. In 2007, the number of proficient plus advanced was 100 percent. The following two years of 2008 and 2009 were 95% and 94% respectively. In third grade, the subgroup of Economically Disadvantaged continues to do well with 2009's score in Reading/Language Arts of 100 percent.

In grade four, our school is continuing its successes by having a high percentage of students that are proficient plus advanced. For the last four years, fourth grade has had more than 90% proficient plus advanced.

The Writing Assessment portion of TCAP is another form of data that shows high achievement. The state writing assessment is scored on a six-point rubric, with six being the highest. The majority of fifth grade students at Cowan Elementary scored a four, five, or six on the Tennessee State Writing Assessment for the last five years.

2. Using Assessment Results:

Cowan Elementary utilizes several different programs that enable our students to achieve at their highest achievement level. The Brigance Screening for preschool and kindergarten is used to determine beginning skills, areas of need, and areas in which to challenge students. The Tennessee Comprehensive Assessment Program is a state -mandated achievement test given to students in grades 3-5 to determine mastery of skills taught based on state curriculum standards. Through grade level meetings, data is studied and areas of strengths and needs of students are identified. This information is then used to remediate weak areas and reinforce strengths of students.

The Star Early Literacy program is used in grades K-1 every six weeks. Teachers receive instant results of students' phonemic awareness, phonics, and other skills. Results are used to provide assistance to struggling students and challenge students who have mastered the skills. The Star Reading program is administered in grades 2-5 at least three times per year. Teachers use test data to determine reading levels and measure growth to evaluate students' progress in reading. Discovery Education Assessment is used for language arts and math to identify students who score in the bottom ten percent of their class. Students are then targeted for intervention, and strategies are devised to help targeted students. We also use other programs such as Education City and SuccessMaker (math and reading) to enrich and assess student performance. Unit tests and teacher -made tests are also used to evaluate student progress. When a discrepancy in student achievement is discovered, differentiated instructional strategies are used to meet the needs of the student. Programs to enhance and remediate student performance are an essential part of the education process at Cowan Elementary School.

3. Communicating Assessment Results:

Parental involvement has always been a goal of our School Improvement Plan which we take very seriously. Communicating with parents about their child's performance is done on a weekly basis by sending home Bulldog folders with students' completed work which is signed by the parents and returned. Parents are encouraged to contact our school at any time there is a concern about their child. Progress reports are sent home during the middle of each six week period while report cards are distributed each six weeks. Parent Teacher Conferences are scheduled twice yearly or more often if requested by a parent or teacher. An annual Open House is conducted at the beginning of the school year, and parents are welcomed to discuss the progress of their child as they visit the classroom. Students' work is displayed in the hallways and classrooms throughout the school year, and a monthly school newsletter is sent home.

Our newest assessment tool is Discovery Education which is used to differentiate instruction. Strategies are developed through collaborative efforts of the Response to Intervention team to meet student needs. Parents are notified of interventions being used, and progress is reported monthly.

Our school system releases test data results through the local media and also holds a Title I Advisory meeting composed of parents, teachers, and school administrators who share test results with the community. The school's report card is posted on Tennessee's state website, and Franklin County School District provides a convenient website link. A TCAP brochure is distributed to parents explaining each section of the test before testing data is sent home.

The electronic phone messenger system allows us to communicate with parents current and pertinent information about our school as does the school marquee located in front of the school. Cowan Elementary School continually communicates with parents to inform them about all aspects of their child's progress and the accomplishments of the school as a whole.

4. **Sharing Success:**

One of the strongest attributes Cowan Elementary possesses is its willingness to work with other schools in sharing acquired knowledge with our professional colleagues. Annually, we meet with schools within our school system at the beginning of each school year for professional development and for the last four years teams from our school have shared ideas with the other schools through interactive workshops. We have partnered with two other schools in our district to collaborate and share teaching strategies during three other planned professional development days throughout the school year. Several schools from Franklin County and other counties in Tennessee have sent representatives to our school to view how we have implemented various programs such as Accelerated Reader, Balanced Reading, and Special Education and Title I inclusion. CES participates in a shadowing program with the local high school's leadership class. We also partner with four universities to supply mentor teachers for the student teaching program. Throughout the school year, news of success for students, teachers, and our school is shared on the county website, local and state newspapers, and monthly school newsletter which we feel has contributed to positive public relations for us within our community, school district, and state.

In the event we are awarded Blue Ribbon Status, all stakeholders of Cowan Elementary will be encouraged to take part in a day long extravaganza to commemorate the pride of becoming a Blue Ribbon School. Dignitaries of the county and state will be invited to walk with us in a celebratory parade beginning at school and ending downtown. News coverage of the event will be submitted to our local and state newspapers, county website, radio stations and local and network television stations. We would also like to extend an open invitation to other schools to visit or contact us so we can share ideas.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission of Cowan Elementary School is “to promote students to the middle school level having reached the highest level of their ability.” Cowan Elementary follows the curriculum provided by the state which are the state standards. However, as a site-based school we conduct surveys from our stakeholders to determine student needs. Teachers, parents, students and the community guide the decision-making process through the leadership team. In order to motivate students to the highest level of their ability, the faculty looks at both school and community related data to develop curricular goals. The state standards provide the framework, but the stakeholders decide and implement the instruction to best fit the needs of the students at Cowan Elementary School.

This year the standards have changed in the math curriculum. As a result, the faculty has implemented a Response to Intervention plan to enable those students falling behind to catch up, and those students able to advance rapidly the impetus to move ahead. Using a research-based computer program that provides a baseline score, teachers are able to discern by looking at the data exactly where the students have difficulty mastering content. Teachers are able to identify specific objectives and re-teach the student using computer games and computer-type questions that allow students to feel success as they work toward the goal of achieving ever higher scores. All teachers participate in the RTI program from PE to the music teacher.

Besides using RTI strategies to enable students to achieve at higher levels, the math curriculum has been strengthened by teachers receiving professional development. Fourth and fifth grade teachers have been trained in literacy-based math strategies that improve teacher efficacy. All teachers have also received additional professional development led by a state consultant. Teachers are utilizing experiential, hands-on math instruction that is focused on cooperative learning. Recognizing our low-income students lack necessary vocabulary skills, teachers present math language in a conceptual form having students draw pictures of what the words represent. Students are encouraged to write daily in math journals allowing assimilation of concepts.

Students are also taught the relevance of math in their daily life, as well as their future lives. The enrichment group has been problem-solving and using critical thinking to build a variety of structures. Emphasis has been placed on future careers that utilize these 21st century skills. The integration of math and science allows students to visualize solutions to their questions.

Instruction is differentiated in Language Arts with teachers monitoring student progress through a variety of computer programs and remediation that stresses Gardner’s Theory of Multiple intelligences. Every grade level uses Workshop Meeting to further reinforce student skills.

The lower elementary grades have a reading lab which enables all students to become readers. Each child’s achievement is rewarded at an assembly where the students are recognized, but neophyte readers have their pictures hung in the hall so everyone may congratulate and honor the new reader.

The lower elementary grades are supported by Title 1 teachers who collaboratively teach using the 4 Block method. Finding the basal language arts less than satisfactory, the lower elementary teachers pull from multiple sources to provide a rounded language arts program taught thematically. Both the art teacher and the music teacher support the thematic approach by utilizing creative music and art lessons that enhance and extend the experience for our young students. At the end of the year, the first grade culminates their study of America by presenting a visual representation of what they’ve learned. The entire school anxiously awaits the play, complete with props, songs and memorized lines of famous Americans and landmarks. Led by the music teacher, the fifth grade also presents an end of the year play that has become a rite of passage for our students.

Recognizing our stakeholders are primarily low-income, Cowan Elementary is committed to providing a quality education driven by the newly rigorous state standards but fully student-centered.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Cowan Elementary strives to have every student be an independent reader upon entering the third grade. To achieve this goal, our faculty dedicates 120 minutes daily to reading and utilizes a balanced literacy approach. This approach supports five main components: guided reading with direct instruction (through the use of the Harcourt Reading Series, which is aligned with the TN State Standards), independent reading, phonics instruction, comprehension, and writing. After researching several programs to enhance independent reading, Accelerated Reading was incorporated into our School Improvement Plan.

The Accelerated Reader program is used to encourage independent reading and reward students for successful completion of individualized reading goals set by students and their teachers.

Our Title 1 collaborative teachers focus on kindergarten, first, and second grade reading, with one teacher assigned to each grade level. All kindergarten and first grade students use the Reading Station, a reading lab set up through a Goals 2000 grant, to promote their reading skills. In the Reading Station, students use SuccessMaker's Reading Readiness, Initial Reading, and Reading Adventures Primary computer programs for 15 minutes daily to supplement their reading instruction. The reading station also has an early reading program where kindergarten and first grade readers read independently and take AR tests. Kindergarten and first grade teachers, along with collaborative teachers, focus extra instruction on small groups of non-readers while the readers have their time in the Reading Station. This has been a very effective strategy for our success in all students becoming independent readers by the end of second grade.

Reading progress is monitored in all grades through the use of Star Early Literacy (K-2), Star Reading, and Discovery Education. These assessments identify strengths and weaknesses, in order for teachers to individualize student learning. Discovery Education probes are used to group students for RTI (Response to Intervention). Teachers also use Education City to individualize student instruction on the computer. Non-fiction books are used to incorporate science and social studies topics in reading instruction.

3. Additional Curriculum Area:

Recognizing that our students require 21st Century skills, our faculty has sought through grant writing to obtain state-of-the-art technology. Cowan Elementary School's mission statement is to promote students to the middle school level having reached the highest degree of their ability. Technology allows our high achievers to advance beyond grade level, as well as motivate low achievers to meet or exceed their potential.

Our school uses technology in all academic areas. We have two impressive computer labs. One is a Reading Station for kindergarten and first graders that use research based programs such as SuccessMaker Reading, Star Early Literacy, and the Accelerated Reading Program. The second computer lab is accessible to all grade levels for practice, remediation, and enrichment. This year we have added the Discovery Education program which tests all standards in math and language arts to help prepare our students for the TCAP test in April. Two more research-based programs we are using in this lab are Education City and SuccessMaker Math. All these programs enable our students to start on their own grade level and then proceed at their own pace to a higher level. These programs incorporate games and unique illustrations to help enrich students' involvement and eagerness to learn.

After purchasing Discovery Education and United Streaming, our teachers display videos in all subject areas using their laptops and projectors. Each classroom is equipped with a laptop, projector, and at least three computers designated for student use. All grade levels have access to a document camera, Smart Board, and mobile lab with 12 laptops.

4. Instructional Methods:

At Cowan Elementary School, there are a plethora of opportunities for students to grow cognitively. Through the use of various programs, teachers are able to reach students on diverse learning levels. Our academic diversity steers development of extensive programs. State standards drive the curriculum. Content is taught through methods that make it possible for students to comprehend and store information for further growth. The differentiated instruction programs established include a variety of methods for higher and lower achieving students to make progress.

To reach lower achieving students, inclusion offers students the opportunity to interact in the regular education settings. While in these settings, the students are provided the opportunity to work on appropriate grade level content. With the assistance of the inclusion teacher, material is simplified, so that comprehension can be established for all children. Extra assistance is also provided for comprehension through resource programs. Occupational and physical therapists provide services to those in need. A speech teacher assists with language development and comprehension. Additionally, RTI provides early intervention for targeted students.

Many opportunities exist to encourage higher achieving students. Authors are invited to school to share the writing process. The Nashville Opera visits the school and conducts workshops with upper elementary students. A variety of assemblies are held to pique the interests our students, including assemblies on wildlife, electricity, and magic. 4-H provides opportunities for students to participate in a quiz bowl and speech competitions. Each six-week period, a different teacher leads high-achieving fifth grade students in enrichment activities that have included a trip to the Challenger Center in Chattanooga. Fifth grade students participate in a county-wide math competition as well. Yearly, Cowan Elementary has sent two students to the Invention Convention at MTSU in Murfreesboro to compete with other school competitors from Tennessee after winning a peer competition at Cowan Elementary.

5. Professional Development:

The faculty at Cowan Elementary School is involved in various types of ongoing professional development. For the past several years, our school has met with two other elementary schools in our school district to gain information and share new ideas in implementing state standards. During one of these professional development days, a professor from Middle Tennessee State University presented an interactive science lesson from Project Learning Tree. To promote a healthy lifestyle, a group of Physical Education Teachers demonstrated activities that can be incorporated into the regular classroom to teach content areas while getting children active. The importance of active children was stressed due to the nationwide concern about childhood obesity.

Teachers attend various conferences and in-services throughout the school year and summers. Teachers then share information gained with fellow teachers at monthly faculty meetings. Conferences attended by our teachers include Orff music conference, national math conference, Elk River Initiative, Title I and AR conferences. The Orff Method enhances our students' creativity and critical thinking. Since our teachers have received these trainings in math, we have seen marked improvement in overall math achievement. Our reading program has evolved over the years from a basal program to a balanced reading approach, which we can attribute to participation from these conferences. Test scores have proven the effectiveness of these professional development practices.

Special Services teachers and staff have attended various conferences including Triad Training for students with autism, portfolio training, conferences for ADHD, and required CPR certification. Newly hired teachers in our school district are required to obtain 30 hours of new teacher in-service on a variety of topics to enable them be more successful in the classroom. New teachers at Cowan are placed with experienced teachers as mentors to help with questions and /or problems that may arise. As professionals, Cowan Elementary faculty

continually seeks to improve their knowledge of best practices. Currently, several teachers have returned to graduate school to advance in pedagogical skills and training.

6. School Leadership:

Decision-making at Cowan Elementary is driven by a leadership team including the principal, County-wide Title I Coordinator, teachers from upper and lower grades, parents, students, Partners in Education [local businesses supporting CES], and PTO representatives. Team members poll the stakeholders they represent through meetings and surveys. Leadership and faculty meetings are centered on improving student achievement. Mrs. Cynthia Young, a teacher with 15 years at Cowan Elementary, became principal at CES in the spring of 2009 following Raymond Council's retirement after 33 years.

Mrs. Young has continued Mr. Council's open, consensual style with regard for concerns of staff, students, parents, and other stakeholders as well as providing for continuity of the school culture, which she has documented for some time. For instance, she helped stimulate discussion of a policy change that would have eliminated field trips traditionally used to reward CES students who meet or exceed their personal reading goals; discussion led to compromise and retention of some of those trips and an improved focus on who and what is rewarded. She not only focused on continuity, however, but began her first school year as principal by calling on faculty to introduce discussion of any policy or program changes they felt needed to be made. One result was a new procedure for dropping off and picking up students that significantly decreased distractions at the end of the school day resulting in increased time on task for students as well as improved safety and accountability for student departures.

Mrs. Young encourages input from other stakeholders, too, which has resulted in tutoring and volunteer opportunities for families, businesses, and post secondary schools. Students benefit from the examples and relationships our "extended" school family provides. She encourages these relationships through her visibility in the hallways and classrooms during the school day, at arrival and departure times, and during special events and extracurricular activities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TCAP

Edition/Publication Year: FormT/FormS/2007/FormQ/FormP

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	90	96	97	86	78
% Advanced	32	41	62	38	18
Number of students tested	46	52	37	50	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	7	7	1
Percent of students alternatively assessed	13	11	19	14	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	93	96	79	71
% Advanced	62	41	52	25	8
Number of students tested	36	26	27	28	24
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: Cowan Elementary does not have a large school population, and there are not enough members at each grade level in most subgroups for reporting purposes. In the Edition/Publication Year category, the TCAP test is labeled by form letter where available and by publication year when the edition was not available.

Subject: Reading

Grade: 3 Test: TCAP

Edition/Publication Year: FormT/FormS/2007/FormQ/FormP

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	94	95	100	88	93
% Advanced	42	61	43	38	28
Number of students tested	46	52	37	50	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	7	7	1
Percent of students alternatively assessed	13	11	19	14	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	90	100	82	92
% Advanced	92	62	41	32	25
Number of students tested	36	26	27	28	24
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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Subject: Mathematics

Grade: 4 Test: TCAP

Edition/Publication Year: FormT/FormS/2007/FormQ/FormP

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	93	97	91	91	78
% Advanced	26	56	50	25	20
Number of students tested	50	37	44	44	46
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	7	7	4	4	9
Percent of students alternatively assessed	14	18	9	9	20
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	96	85	84	61
% Advanced	23	52	38	16	13
Number of students tested	35	24	26	25	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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Subject: Reading

Grade: 4 Test: TCAP

Edition/Publication Year: FormT/FormS/2007/FormQ/FormP

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	93	95	89	91	93
% Advanced	37	59	48	30	22
Number of students tested	50	37	44	44	46
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	7	7	4	4	9
Percent of students alternatively assessed	14	18	9	9	20
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	93	81	84	90
% Advanced	26	56	46	24	10
Number of students tested	35	24	26	25	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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In the Edition/Publication Year category, the TCAP test is labeled by form letter where available and by publication year when the edition is not available.

Subject: Mathematics

Grade: 5 Test: TCAP

Edition/Publication Year: FormT/FormS/2007/FormQ/FormP

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	96	98	96	92
% Advanced	66	54	64	48	29
Number of students tested	40	47	47	48	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	9	4	13	4
Percent of students alternatively assessed	15	19	9	27	8
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	94	97	96	90
% Advanced	55	52	58	33	35
Number of students tested	35	24	31	27	29
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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In the Edition/Publication Year category, the TCAP test is labeled by form letter where available and by publication year when the edition is not available.

Subject: Reading

Grade: 5 Test: TCAP

Edition/Publication Year: FormT/FormS/2007/FormQ/FormP

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	100	100	96	93
% Advanced	55	56	55	48	39
Number of students tested	40	47	47	48	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	9	4	13	4
Percent of students alternatively assessed	15	19	9	27	8
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	100	96	93
% Advanced	46	55	48	33	35
Number of students tested	35	24	31	27	29
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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