

PART I - ELIGIBILITY CERTIFICATION

12TN2

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 11 Elementary schools (includes K-8)
 (per district designation): 4 Middle/Junior high schools
2 High schools
1 K-12 schools
18 Total schools in district
2. District per-pupil expenditure: 7638

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 26 | 23 | 49 | | 7 | 0 | 0 | 0 |
| 1 | 23 | 23 | 46 | | 8 | 0 | 0 | 0 |
| 2 | 27 | 24 | 51 | | 9 | 0 | 0 | 0 |
| 3 | 28 | 21 | 49 | | 10 | 0 | 0 | 0 |
| 4 | 15 | 19 | 34 | | 11 | 0 | 0 | 0 |
| 5 | 28 | 20 | 48 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 277 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
7 % Black or African American
22 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
69 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 11%
 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, 2010 until the end of the school year. | 17 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 12 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 29 |
| (4) | Total number of students in the school as of October 1, 2010 | 272 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.11 |
| (6) | Amount in row (5) multiplied by 100. | 11 |

8. Percent of English Language Learners in the school: 16%
 Total number of ELL students in the school: 44
 Number of non-English languages represented: 3
 Specify non-English languages:

Mandarin, Spanish, and Tarascan

9. Percent of students eligible for free/reduced-priced meals: 69%
 Total number of students who qualify: 190

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%
 Total number of students served: 27

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

| | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

| | Number of Staff | |
|---|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>15</u> | <u>2</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>5</u> | <u>2</u> |
| Paraprofessionals | <u>4</u> | <u>0</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>10</u> | <u>1</u> |
| Total number | <u>35</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: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 96% | 95% | 96% | 95% |
| High school graduation rate | % | % | % | % | % |

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

| | |
|--|-----------------|
| Graduating class size: | _____ |
| Enrolled in a 4-year college or university | _____ % |
| Enrolled in a community college | _____ % |
| Enrolled in vocational training | _____ % |
| Found employment | _____ % |
| Military service | _____ % |
| Other | _____ % |
| Total | _____ 0% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- No
- Yes

If yes, what was the year of the award?

PART III - SUMMARY

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John Hay Elementary School (JHES) opened in 1968 as one of Tennessee's first non-graded, open-spaced elementary schools. JHES is located in the central part of Morristown, Tennessee and serves approximately 280 children in Hamblen County, grades Kindergarten through fifth. High expectations are maintained for students and teachers.

The strengths and accomplishments of JHES result from a cohesive unit of teachers, students, and parents working together. JHES has been recognized as one of the highest achieving schools in Hamblen County, receiving honors for top student scores in reading/language arts, math, science and social studies based on the Tennessee Comprehensive Achievement Program (TCAP). Since 2009, JHES students have received all A's in academic achievement on our state report card and maintained "Good Standing" in regards to Adequate Yearly Progress (AYP). All JHES teachers are devoted to rigorous standards and many have received distinguished awards. One JHES teacher was awarded the Tennessee Regional Teacher of the Year in 2011. Top honors have been given to students through the Beta Club, Jr. Achievement, 4-H, D.A.R.E., and KAB. JHES takes pride in developing well-rounded students through rigorous academic instruction, as well as character building programs. Our Parent Teacher Organization (PTO) has been recognized for the highest participation numbers in our county. The collaboration of teachers, students and parents contributes to the school's positive reputation in the community.

Student achievement provides evidence that JHES is worthy of Blue Ribbon status. This is reflected in the scores of both reading/language arts and math. Test data proves that students are high performing and the majority reaches levels of proficient and advanced. Despite the fact that 69% of the school's population is from disadvantaged backgrounds JHES staff maintains high expectations for students. AYP has been met annually, which shows a commitment to the community JHES serves.

The mission of JHES is to combine the efforts of our students, teachers, and parents with high expectations to achieve educational success for all students. A Pioneer, the school's mascot, was chosen to honor Hamblen County's heritage and to emphasize the pioneering spirit. The motto of the school is "Without Pioneers, Nothing Changes". The Pioneer spirit compels JHES to continually improve teaching strategies, develop innovative programs for students, and prepare students for the challenges of life in the 21st century. JHES continues to seek excellence in all aspects of education. Staff members continue to grow and maintain best practices to meet the ever-changing needs of the students and community.

JHES maintains a tradition of excellence and is held in high esteem in Hamblen County due, to its many accomplishments. JHES has established a relationship with local universities and colleges. Because of the commitment to research-based strategies and best practices, JHES has served as a learning environment for college students pursuing a career in education. It is a shared belief that technology is essential to effective instruction in the 21st century. JHES has been a pioneer in the implementation of instructional technology in Hamblen County. SmartBoards, laptop computers, and iPads in the classroom are used to supplement but never replace instruction. Like technology, literature is woven throughout the curriculum. Working to instill a love for reading, teachers provide ample opportunities for students to read a variety of genres. Leveled classroom libraries, a bookroom, and web-based story selections, along with the school library allow students to read from a plethora of literature. Annually, reading is celebrated and promoted throughout the year on days dedicated to literacy. Academic success is a trademark of JHES. There is an on-going trend for JHES students to achieve accolades in the county's Director's Writing Contest, the state writing assessment, and other academic contests.

Throughout the history of the school, there have been defining moments, which served to further improve the quality of education. An addition to the building in 2002 provided more classrooms, which led to a smaller teacher-pupil ratio. In 2007, a change in school leadership led to a new era for JHES. A renewed

emphasis on the implementation of instructional technology, rigor in curriculum, and time-on-task raised the standard for staff and students.

Reaching high achievement goals is another milestone of which the staff is proud. Prior to Tennessee's overhaul of the curriculum standards, in 2008 100% of students scored proficient and advanced in math and 99% in reading/language arts. In 2009, JHES scored the highest in Hamblen County in all tested subjects (reading/language arts, math, science, and social studies). This achievement reflects the collective scores of grades 3 through 5.

Academic success is the essence of John Hay Elementary School. Teachers, administrators, students, parents, and the community share the responsibility for advancing the school's mission, continuing strong academic traditions, and furthering the achievements of all stakeholders.

1. Assessment Results:

A. In Tennessee, student performance on the state standardized assessment is grouped into the following categories: Below Basic—students that have not demonstrated mastery, Basic—those that have demonstrated partial mastery, Proficient—those that have demonstrated mastery, and Advanced—those that have demonstrated superior mastery in a subject area.

John Hay Elementary School's (JHES) test scores show positive trends during the past five-year period. According to the Tennessee School Report Card, JHES earned an "A" in every subject area each year. From 2007-2009, 97% of JHES students scored proficient or advanced in reading/language arts, and 99.3% scored proficient or advanced in math. These percentages are significantly above the state percentages. After the state restructured the TCAP in 2010, the target scores were adjusted. Reading/language arts state target for 2010 was 32%; John Hay students reached 68%. The state math target in 2010 was 20%; all JHES students scored 56% proficient and advanced. At JHES, there is no determinable difference between the percentages of students that score proficient or advanced of all students and each of the subgroups that comprise the whole. The staff of JHES views the state percentages as minimal expectations and strives to ensure that all students demonstrate mastery across all subjects despite a diverse population.

B. John Hay Elementary School's (JHES) desegregated data on state standardized scores show positive performance trends over the past five years. From 2007-2009, 97% of all students scored proficient or advanced in reading/language arts. Ninety-six percent of the economically disadvantaged subgroup, 91% of students with disabilities, and 95% of Hispanic students scored proficient or advanced in reading/language arts.

Math scores indicate a positive trend for these years as well. From 2007-2009, 99% of all students scored proficient or advanced in math. Ninety-nine percent of economically disadvantaged subgroup, 97% of students with disabilities, and 100% Hispanic students scored proficient or advanced in math.

In 2009, the state increased the rigor of the curriculum standards, thus changing the state standardized test. After the state restructured the TCAP in 2010, the state target scores were adjusted. The state benchmark for reading/language arts became 32% scoring proficient or advanced, but 68% of JHES students scored proficient or advanced. The benchmark for math became 20% scoring proficient or advanced, but 56% of JHES students scored proficient or advanced.

Student percentages exceed Adequate Yearly Progress (AYP), allowing JHES to maintain a "Good Standing" status in terms of NCLB.

There are many factors, which contribute to these positive performance trends. The recent re-alignment of grade level classrooms and common planning times promote horizontal and vertical collaboration. This allows teachers to share ideas on differentiation and meet the needs of all students. Another factor includes the wealth of support students receive. Three highly-qualified teacher assistants are regularly utilized within the classrooms to assist with small group instruction. JHES has a reading and a math interventionist who work with small groups of at-risk students and those needing enrichment. JHES also implements a full inclusion program, which maximizes the amount of time students with disabilities are in the classroom for instruction.

In addition, teachers also use test data to drive instruction. This contributes to the positive trend reflected in the TCAP scores. Diagnostic reports received from ThinkLink, DIBELS, STAR Math and Reading,

and benchmark tests assist teachers in targeting areas of need. JHES uses formative and summative test data to identify areas of strength and areas to strengthen. State standards are used to drive instruction. An increase in classroom rigor through differentiated instruction, flexible grouping, and questioning with higher order thinking skills are employed to increase student achievement.

Despite the strong academic performance, JHES recognizes areas to strengthen. While there is no significant gap between the scores of all students and the disadvantaged or Hispanic subgroups, there is a 10-point gap between scores of all students compared to students with disabilities. Another area to strengthen is reading/language arts where 19% less of Hispanic students scored proficient or advanced as compared to all students. The Hispanic population has increased annually as the dynamics of the community are ever changing. JHES recognizes the change in demographics, yet does not use this as an excuse. Rather, the challenges of a growing English Language Learner population are met with high expectations.

As a result of constant monitoring, the faculty of JHES strives to stay abreast of the performance trends indicated by assessment data.

2. Using Assessment Results:

John Hay Elementary School (JHES) uses formative and summative test data to identify strengths and areas to strengthen, measure growth, inform stakeholders, determine teacher effectiveness, and drive instruction. Analyzing the wealth of data available is an ongoing process involving administration, interventionists, educational specialists, and classroom teachers.

Using Tennessee Comprehensive Assessment Program (TCAP) scores, school-wide assessments, and computer-based evaluations, teachers are able to differentiate instruction to meet the needs of each child. In the fall, teachers are provided with results from the TCAP. Teachers analyze the results for both the students they taught the previous year and those in their current class.

Teacher-effect data provided by the Tennessee Department of Education gives teachers a precise breakdown of student gains aligned with state standards. This data provides information on standards, which were mastered, and those that were not. Non-mastered standards then become targets for improving instructional strategies for the coming school year.

To further assist in differentiating instruction, JHES students complete a battery of placement tests each fall. A team of specially trained personnel administers a Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading test to every student. This test indicates when students reach set benchmarks, are at moderate-risk of failure, or are at high-risk of reading failure. This data is invaluable as part of the Response to Intervention (RTI) plan. Strategic plans are in place to progress all students to the appropriate benchmark. This test is repeated mid-year and at the end of the year.

Another assessment used to drive instruction is Renaissance Learning. This assessment monitors student comprehension levels. The librarian works closely with classroom teachers to monitor students' reading levels and progress. Library and classroom trade books and individual student reading folders are all color-coded by reading level. Students are kept aware of their individual reading level and goals.

Assessment data is compiled and organized linearly for ease of analysis and management. With this assessment data, individual progress folders are created for each student. Data in the folder is linked to frequent progress monitoring. This folder is used to discuss progress with parents, administrators, and other stakeholders. Throughout the year, parents also receive letters explaining their child's performance on the DIBELS testing and indicating the procedures in place to improve reading skills. Likewise, parents are kept abreast of student progress through 6-week grade cards, newsletters, conferences, and the school website.

Math achievement is also vital at JHES. Web-based sites such as Math IXL and STAR math provides important assessment data about student progress in mathematics. These sites allow students to review skills taught, practice new concepts, and measure achievement. These sites provide teachers with data used to drive instruction and level students appropriately. The math interventionist works with small groups of students who require reinforcement or enrichment. Certificates are generated and presented to students as they reach milestones of progress.

Another instrument used by JHES teachers to monitor student progress in reading/language arts and math, is the Think Link assessment. Aligned with Tennessee State Standards and the TCAP tests, Think Link provides a wealth of information concerning student progress. Reports provide the teachers with student levels of skill mastery in mathematics and reading/language arts. Teachers can quickly determine which students place at Below Basic, Basic, Proficient, or Advanced levels. Tested skills are shown according to strands and standards, highlighting strengths and areas of need. These reports drive whole group instruction and the selection of students needing reinforcement. Individual student reports are shared with the student in one-on-one conferences and sent to parents with written explanations of scores.

At JHES, assessment data is constantly used to improve instruction and inform stakeholders of academic achievement. Teachers recognize the importance of sharing and celebrating success with students and their parents. Parents are informed of areas of concern and of progress. As students make progress throughout the year, they are recognized for their achievements and rewarded for their efforts.

3. Sharing Lessons Learned:

John Hay Elementary School (JHES) welcomes visitors while maintaining a safe learning environment. The outstanding reputation of JHES attracts other educators, prospective teachers, community leaders, and parents on a regular basis. Communication of achievement at JHES is shared with the community. It is a belief of the JHES staff that collaboration with all stakeholders will improve the quality of education. Faculty members are very active in the community. They share best practices and personally created technology lessons with peers throughout the district. Teachers also serve on local committees for textbook adoption, grade-card development, web-page design, and curriculum planning. Veteran teachers also serve as mentors for new teachers within the building. This allows for sharing of strategies and JHES traditions. Numerous staff members have been presenters at local, regional, and state conferences to share successful strategies. Recent topics which have been presented include: Using Technology to Enhance Instruction, Differentiating Math Instruction in Small Groups, Creating and Managing Reading Centers, Organizing Professional Learning Clubs, and Improving Parent Involvement.

JHES teachers also serve as leaders and representatives for professional associations and community organizations. These groups provide opportunities for individuals within and outside of the educational realm to learn about strategies being implemented in the modern classroom. The local radio, newspaper, and television station present another outlet for John Hay to share successes. JHES teachers and students have been spotlighted on many occasions for outstanding educational progress, Teacher of the Year (local and regional), Educator of the Week, contest winners, and community service projects. This communication is a vital component that brings visitors to the school to learn about current trends in education.

JHES partners with local and area colleges and universities to support aspiring educators in completing practicum hours and student teaching at JHES. Because of the use of research-based instruction, teachers at JHES share and model these strategies with prospective educators. Sharing lessons learned with other teachers, professional organizations, and other stakeholders is a source of pride at JHES. Collaboration with others allows JHES teachers to stay current on best practices.

4. Engaging Families and Communities:

Parent involvement is vital to the success of John Hay Elementary School (JHES). Parents and community members are an integral part of the education of each child and are involved in decision-making processes. There is a strong Parent Teacher Organization in place that works hand in hand with administrators and teachers to improve the quality of education for all students. Parents volunteer time, talents, and resources. They also serve on committees to promote athletics, sponsor school-wide events, and improve school grounds. Parents also prepare classroom materials, raise funds, and demonstrate appreciation for school staff. Community members are invited to be guest readers and present job-related presentations. By encouraging community members to volunteer, the staff creates a partnership for the success of the school.

JHES holds an Open House during August each year. This event provides an opportunity for parents to meet their child's teacher, tour the classroom, and receive general information. The administration uses this event to share and interpret the results of the school's state report card and answer questions. Individual grade levels prepare slideshows highlighting procedures and expectations that loop while the teachers greet the parents. This informal conference is followed later by two formal parent-teacher conferences. Teachers share assessment results, discuss student progress, and answer questions the parents may have. During the fall formal parent-teacher conference, TCAP results are shared and interpreted. Parents are continually made aware of student progress through the use of daily folders, planners, phone calls, personal meetings, progress reports, newsletters, and grade cards. Parents are also invited to the school for many family-based activities.

In this fast-paced age, many parents prefer to keep in touch with John Hay through technology. A web-based option is provided through the Parent Portal application. Parents can access their child's records to view daily grades, assignments, attendance records, and cafeteria balances. Each teacher maintains an Internet presence through the JHES webpage where links are provided to instructional web sites, homework is explained, class news is posted, and photos of class activities are shared. The school participates in an instant messaging program known as Notify Me to share exceptional, urgent information.

Parent surveys have indicated that JHES's communication allows parents to have deep understanding of their child's total school experience. JHES values the partnership it holds with parents and the community.

1. Curriculum:

The Tennessee State Standards of Curriculum form the basis of the curriculum for John Hay Elementary School (JHES). These standards identify specific student performance indicators (SPIs) in each subject and grade, and provide teachers checks for understanding to assure student learning. Additionally, Hamblen County provides each teacher with a curriculum map to assist with pacing and to promote consistency across the system. School-wide scheduling allows each grade level a ninety-minute instructional block for language arts and math instruction daily. Kindergarten through second grade integrates science and social studies standards into the reading and math curriculum. Third through fifth grades follow more defined science and social studies standards with forty-five to sixty minute lessons daily.

Reading and language arts blocks are presented in the skill strands as defined by Tennessee state standards. At JHES, the basal text serves as the basic school curricula. Currently, the Houghton-Mifflin basal is implemented countywide. We have a clearly defined RTI (Response to Intervention) process in place for students who exhibit a need for extra reading instruction. This includes periodic testing, analysis of need, and strategic lessons with the reading interventionist, followed by parent updates. Writing is an important component of the language arts instruction. All students write frequently across the curriculum, and keep a writing journal beginning in kindergarten. Two school-wide writing prompts are given each six weeks and are scored using the Six-Trait Writing rubric.

Mathematical concepts are taught by aligning state standards, the county curriculum map, and basal texts. Teachers use a wide variety of supplementary materials to enhance the math instruction. A math interventionist was added to our staff in 2010. This position allows for small group and individual instruction to assist students needing more help, or to provide enrichment for students who excel in math. Teachers place an emphasis on real life application and hands-on learning in math.

Science and Social Studies lessons follow state guidelines and allow students opportunities for hands-on discovery, real-life applications, and self-discovery. While Houghton-Mifflin textbooks provide sequence and system-wide continuity, JHES teachers use a myriad of supplemental materials and teaching strategies. Many nonfiction trade books are available to further enhance the science and social studies curricula.

Music and art lessons are essential to the development of well-rounded children at JHES. Teachers incorporate art into every area of learning as a form of self-expression, and students participate in many art contests sponsored by the community. Music classes meet twice weekly and allow students opportunities to sing, play simple instruments, and learn about music structure and history. Students are encouraged to perform in bi-annual musicals. An annual talent show allows students to perform for their peers and families.

The physical education program emphasizes movement and exercise as well as health and nutrition. Students participate in physical education classes three times weekly, and lessons are planned following state guidelines. Teachers in early grades incorporate the Take Ten action program. Likewise, teachers reinforce health and nutrition standards as part of their science curriculum. A countywide Coordinated School Health program provides students with health screenings, incentives for making healthy choices, and sends monthly newsletters to parents with tips for improving the health and nutrition of children.

At JHES students are knowledgeable and proficient users of educational technology. Each classroom has student computers, and access to classroom sets of iPads and MacBook computers. Students use the Smart Board, Elmo, CPS system, and other instructional technology during lessons.

JHES's curriculum is focused to guarantee that all students experience an appropriate, high quality education that recognizes and celebrates individual uniqueness through a focus on individual learning styles.

2. Reading/English:

John Hay Elementary School's (JHES) primary goal is to improve the reading skills of students and create life-long readers. JHES currently uses the basal reading program adopted by the Hamblen County Department of Education and supplements with appropriate leveled materials. Literacy centers, guided reading groups, literacy circles, small group instruction, resource classes, individual tutoring, and whole group instruction methods address the needs and interests of all students. Rigorous instruction and higher order questioning allow teachers to incorporate thought process from the upper levels of Bloom's Taxonomy. Teachers implement research based instructional strategies at all levels.

Kindergarten teachers focus their lessons on phonemic awareness, sight words, and inventive spelling. First and second grade teachers build on this foundation and expand into the areas of alphabetic principles and phonics, while beginning to stress fluency and comprehension. Third through fifth grade reading lessons continue to reinforce word-attack skills, fluency, and comprehension skills.

A cohesive school-wide schedule enables our highly qualified teaching assistants to aid teachers with small group instruction. All grade levels spend a minimum of ninety minutes daily in the reading/language arts block. The most at-risk students receive additional support from the Title I reading interventionist. At-risk readers use the SOAR to Success reading program and leveled books to strengthen reading skills, especially comprehension. Students needing enrichment focus on higher-leveled book studies within a small group setting. In addition to the school library, a school book room provides students with supplementary, high-interest, quality reading material.

In order to identify students who need additional support and those who need enrichment, all students take the DIBELS reading test to establish baselines in the fall. This is repeated mid-year and in the spring. Teachers frequently progress monitor each student. Additionally, the STAR Reading program helps to identify the current instructional and independent reading levels of students. By leveling library books as well as those in the classrooms, children read at their appropriate level. JHES teachers use the Accelerated Reader computer-based program to encourage and evaluate independent reading levels. Students gain recognition and rewards for meeting individual, class, and school-wide reading goals.

Research proves that the more children read, the better readers they become. JHES students read daily, share what they are reading with others, and develop a love of the written word.

3. Mathematics:

John Hay Elementary School's (JHES) students consistently excel in mathematics. Students score high in both percentage of students scoring proficient and advanced and the Academic Achievement Mean on the state achievement test when compared to other elementary schools in Hamblen County. As state benchmarks continue to increase, JHES teachers have raised their expectations to meet the demands. Teachers use various strategies, technology, and additional personnel to maintain high student performance in math.

Computer tutorials and whole class instruction are used to teach state standards. Teachers level instruction through learning centers and small group activities. Using real-world applications and a common math vocabulary school-wide promotes a better understanding of mathematical concepts. Likewise, the use of manipulative activities and problem solving opportunities are strategies that have been implemented to improve mathematical skills.

Students are monitored numerous times throughout the year to differentiate instruction. Teachers monitor student progress through a variety of assessments including: STAR math, Discovery Education's ThinkLink, Hamblen County Benchmark tests, basal assessments, and teacher-made assessment. These assessments provide teachers with valuable insight into student achievement and drive the instructional process.

Technology is used extensively to supplement but never to replace classroom instruction. Technology provides opportunities for students to practice skills and to accelerate learning as needed. Calculators have been purchased for all third through fifth grade classrooms. Smart Boards provide immediate feedback and high student interest in math lessons. MacBook and iPad applications enhance lessons and create excitement in students. The web-based math site, IXL, is available for all students at school and at home. This site is aligned with Tennessee curriculum standards. IXL sends reports to each classroom teacher detailing the time each student has spent on line, problems worked, and percentage correct. The administrator recognizes students and classes during morning announcements, and teachers present certificates to honor students' achievements from the reports.

A math interventionist enhances instruction to small groups of like learners for re-teaching, practice, or enrichment of specific math skills during math center time. The interventionist also serves as a resource for teachers seeking strategies and/or materials to use during math instruction.

JHES knows the value of mathematical skills in the global workforce. For this reason, JHES goes beyond the minimum competency of state standards and encourages our students to use number sense, higher order thinking and reasoning skills to become problem solvers.

4. Additional Curriculum Area:

Science, social studies, health, visual and performing arts, and technology are incorporated in daily instruction to ensure high levels of academic success. At John Hay Elementary School (JHES), teachers follow the state mandated standards for science and social studies curriculum. Teachers use a hands-on approach to create high interest lessons that lead to better understanding of key concepts. The units of study spiral from kindergarten through fifth grade with each year delving deeper into the specific topics. Science topics include: cells, matter, energy, heredity, interdependence, biodiversity, change, the universe, the earth, the atmosphere, and forces in motion. Social studies topics include the following: citizenship, cultures, traditions, state and national history, and economics. Success is evident in our test scores and our students' attitudes.

Kindergarten through second grade integrates the science and social studies concepts into math and reading lessons. Third through fifth grade devotes forty-five to sixty minutes to these subjects on a daily basis. These grades also departmentalize which allows teachers to instruct in their area of strength and interest. Houghton-Mifflin-Harcourt has designed a series of textbooks to specifically address Tennessee state standards. In addition, multiple supplemental materials assure student understanding of key ideas. Hands-on activities are available through science kits shared throughout the grade levels.

Health and physical education (PE) is vital to encouraging healthy lifestyles. Students participate in PE three times a week. Teachers promote brain-based activities throughout lessons. Health lessons are woven through the curriculum, and guests are often invited to provide further instruction on maintaining a healthy body.

Guidance classes and Music classes are taught bi-weekly. In guidance, students learn to respect and build character through the Character Counts program. Music class enhances students' voice quality and knowledge of simple instruments. History of music is taught to provide students gain an appreciation for fine arts.

Technology plays a major role in all areas of instruction at John Hay. Every classroom has a Smart Board and wireless Internet connections. This enables our students to travel the globe, visit NASA, and take virtual tours of the human body. Video-conferencing allows students to connect with others.

At JHES, students acquire knowledge based on state standards. They are guided through an awareness of their world on a daily basis. Achieving academic success across the curriculum is vital to the JHES mission.

5. Instructional Methods:

John Hay Elementary School (JHES) faculty and staff believe that all children have the right to an appropriate, high quality education, that all children can learn and do so in different ways, and it is the responsibility of the school to provide a variety of instructional approaches, resources, and appropriate assessments to support their learning. With this creed in place, the diversity of all children is eagerly accepted. Using differentiated instruction techniques, all subgroups of learners succeed. This success is evident by progress when measured by classroom, school-wide, and high-stakes testing. The vast majority of students in all subgroups have historically performed at proficient and advanced levels.

Teachers use research-based, data-driven teaching techniques in every lesson. Students are placed in flexible small groups for intensive instruction. Classroom teachers, highly qualified educational assistants, interventionists, or resource personnel facilitate these groups. Students with disabilities are served through inclusion in the regular classroom. ESL students meet with the ESL specialist in a pullout program. A reading interventionist serves Tier II and III readers as identified through RTI methods. A math interventionist works in regular math classes to support, reinforce, and enrich math concepts. Lessons are modified or enriched as needed within these small groups in order to meet the individual needs of students. Other successful strategies include peer partners, collaboration, learning teams, abbreviated assignments, adjusted grading scales, study journals, and pre-teaching of skills.

Technology is an important tool for differentiating instruction at JHES. Web-based programs such as Accelerated Reader, STAR, Math IXL, and ThinkLink allow students to work on specific skill areas at their unique level to practice skills and evaluate progress. Reports are generated for teacher information and are shared with parents during conferences.

Learning goals are posted daily for each subject in every classroom. Students in second through fifth grades maintain a planner with assignments and learning targets written daily. These are reviewed and signed by parents each night and returned to school. Kindergarten and first graders use a daily folder to keep parents informed of what is being taught and to provide vital communication between home and school. The JHES website is updated weekly providing parents another means of discovering what their children's learning targets are. A countywide program allows parents to access student information such as grades, absences, and lunch accounts. This communication encourages parent involvement and provides information for reinforcement of skills at home.

6. Professional Development:

John Hay Elementary School (JHES) teachers participate in on-going, high-quality professional development in order to stay current on trends, methods, and educational research. It is a belief at JHES that teachers are models of life-long learners. Between 2009 and 2010, five teachers obtained their EdS degrees, three obtained a Masters degree, and one began a doctoral program. There is a community of sharing among the teachers at JHES, and teachers share the current books, articles, and teaching strategies.

Organized school-wide activities have recently included book studies: Small Group Differentiated Instruction (Beverly Tynes), Worksheets Don't Grow Dendrites (Marcia Tate), What Great Teachers Do Differently (Todd Whitaker), and Freedom Writers (Erin Gruwell). On-line professional development

includes Battelle for Kids, which is a webinar used in interpreting test data, and suicide prevention training sponsored by The Jason Foundation.

System-wide professional development has recently focused on the Thoughtful Classrooms techniques Strong and Silver. This comprehensive approach concentrates on five pillars of instruction: the Hidden Skills of Academic Literacy, Research-Based Strategies, Diversity that Works, Classroom Curriculum Design, and Instructional Learning Teams. JHES teachers have incorporated these pillars into planning and collaboration. These specific, research-based techniques encourage rigorous instructional activities, reach all levels of Bloom's Taxonomy, ensure comprehension, and address the unique ways children learn.

Hamblen County has historically provides high quality in-service opportunities. Numerous workshops are conducted during the summer months and throughout the school year. Many of these are led by renowned educators who are leaders in their field, by local teachers, or by instructional coaches. Instructional coaches plan and implement professional development designed to promote best practices in the classroom, and follow-up with visits to classrooms to give support and answer questions. Recent topics are using newly adopted textbooks, increasing the rigor with essential questions, Tennessee's new evaluation model, and interpreting test data, as well as subject specific sessions.

New teachers participate in mandatory system-sponsored professional development throughout their first and second year. These sessions are designed to strengthen skills and promote a community of sharing. In addition, a school mentoring program is in place to encourage and assist new teachers as they grow and develop their unique teaching style.

These activities plus numerous additional workshops, training sessions, conferences, and meetings continue to improve the quality of the education JHES students receive. This life-long learning environment serves as a model for the community.

7. School Leadership:

John Hay Elementary School (JHES) has been fortunate to have strong leadership from administration. High expectations for student achievement are linked to high expectations for teacher and staff performance. The principal is a dedicated individual with genuine concern for the well-being of each student and staff member. A feeling of family originates in the heart of the principal and extends to all stakeholders. There is a sense of community in which decision-making is shared and everyone's voice is heard and valued. The question, "is this best for the students," is the centerpiece of all discussions. This student-centered approach to decision making is but one of the strengths of the principal.

The principal is highly visible throughout the school day. Whether it is visiting classrooms daily, enjoying lunch in the cafeteria, or attending sports events, the principal is constantly making connections with the students. There is an open door policy, and all students, parents, and staff members are welcome to share ideas, celebrate successes, request advice, and receive feedback. The administrator include monitors instruction, schedules, maintains school safety, promotes positive relationships among all stakeholders, promotes a positive school climate, sustains discipline, evaluates teacher performance, encourages professional development, and secures resources for funding. JHES administrators have historically provided a positive role model for staff members, students, and the community.

JHES has leadership teams in place to guarantee consistency and timely problem solving. Data Team members meet to analyze test data, looking for trends, areas of strength, and areas to be strengthened. This team reports findings to the entire faculty and offers suggestions for improvement. School Action Leadership Team (SALT) members are responsible for making decisions regarding allocations of Title I funds. This group meets regularly to discuss budgets and funding requests from staff members. These team members act as liaisons to individual grade levels or special area teachers. A Crisis Management Team meets to review and update all emergency procedures. Additionally, grade levels meet in

Professional Learning Clubs (PLCs) to plan instruction, discuss assessments, review student progress, and share ideas.

The administrator of JHES empowers teachers to become leaders within the school. Each leadership committee and team plays an important role in the overall success of JHES. The expectation that all students can achieve academic success is the cornerstone of everything that is done at John Hay Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, and 2011

Publisher: McGraw Hill (07-08) and Pearson (09-11)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 68 | 70 | 100 | 100 | 100 |
| Advanced | 16 | 20 | 65 | 59 | 65 |
| Number of students tested | 31 | 46 | 43 | 44 | 40 |
| Percent of total students tested | 100 | 98 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | 70 | 67 | 100 | 100 | 100 |
| Advanced | 13 | 14 | 54 | 52 | 64 |
| Number of students tested | 23 | 21 | 28 | 31 | 25 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 4 | 6 | 3 | |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | 100 | |
| Advanced | | | | 50 | |
| Number of students tested | 8 | 6 | 8 | 10 | 4 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 4 | 3 | 3 | 3 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 3 | 3 | 9 | 4 |
| 6. Asian/Pacific Islander | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The drop in the scores from 08-09 to 09-10 reflects a change in state standards, and schools across the state experienced a significant drop in the data. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, and 2011

Publisher: McGraw Hill (07-08) and Pearson (09-11)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Advance and Proficient | 65 | 67 | 100 | 98 | 100 |
| Advanced | 19 | 26 | 70 | 61 | 65 |
| Number of students tested | 31 | 46 | 43 | 44 | 40 |
| Percent of total students tested | 100 | 98 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Advance and Proficient | 65 | 62 | 100 | 97 | 100 |
| Advanced | 22 | 19 | 54 | 48 | 68 |
| Number of students tested | 23 | 21 | 28 | 31 | 25 |
| 2. African American Students | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 4 | 6 | 3 | |
| 3. Hispanic or Latino Students | | | | | |
| Advance and Proficient | | | | 90 | |
| Advanced | | | | 30 | |
| Number of students tested | 8 | 6 | 8 | 10 | 4 |
| 4. Special Education Students | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 4 | 3 | 3 | 3 |
| 5. English Language Learner Students | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 3 | 3 | 9 | 4 |
| 6. Asian/Pacific Islander | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The drop in the scores from 08-09 to 09-10 reflects a change in state standards, and schools across the state experience a significant drop in the data. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, and 2011

Publisher: McGraw Hill (07-08) and Pearson (09-11)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Advanced and Proficient | 64 | 41 | 100 | 100 | 100 |
| Advanced | 24 | 16 | 51 | 48 | 47 |
| Number of students tested | 42 | 44 | 37 | 48 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 98 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Advanced and Proficient | 43 | 34 | 100 | 100 | 100 |
| Advanced | 10 | 17 | 41 | 56 | 47 |
| Number of students tested | 21 | 29 | 22 | 23 | 30 |
| 2. African American Students | | | | | |
| Advanced and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 4 | 7 | 3 | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Advanced and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 4 | 9 | 9 | 2 | 4 |
| 4. Special Education Students | | | | | |
| Advanced and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 2 | 4 | 4 | 9 |
| 5. English Language Learner Students | | | | | |
| Advanced and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 3 | 7 | 2 | 3 |
| 6. Asian/Pacific Islander | | | | | |
| Advanced and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The drop in the scores from 08-09 to 09-10 reflects a change in state standards, and schools across the state experience a significant drop in the data. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, and 2011

Publisher: McGraw Hill (07-08) and Pearson (09-11)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Advance and Proficient | 60 | 52 | 100 | 100 | 96 |
| Advanced | 14 | 7 | 62 | 50 | 45 |
| Number of students tested | 42 | 44 | 37 | 48 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 98 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Advance and Proficient | 43 | 34 | 100 | 100 | 93 |
| Advanced | 10 | 7 | 45 | 57 | 40 |
| Number of students tested | 21 | 29 | 22 | 23 | 30 |
| 2. African American Students | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 4 | 7 | 3 | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 4 | 9 | 9 | 2 | 4 |
| 4. Special Education Students | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 2 | 4 | 4 | 9 |
| 5. English Language Learner Students | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | 3 | 7 | 2 | 3 |
| 6. Asian/Pacific Islander | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The drop in the scores from 08-09 to 09-10 reflects a change in state standards, and schools across the state experienced a significant drop in the data. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, and 2011

Publisher: McGraw Hill (07-08) and Pearson (09-11)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 65 | 67 | 100 | 100 | 97 |
| Advanced | 19 | 41 | 58 | 47 | 51 |
| Number of students tested | 43 | 39 | 40 | 43 | 35 |
| Percent of total students tested | 100 | 95 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | 55 | 52 | 100 | 100 | 94 |
| Advanced | 14 | 32 | 52 | 43 | 44 |
| Number of students tested | 29 | 25 | 25 | 28 | 16 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 9 | 4 | 1 | 2 | 3 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 6 | 8 | 2 | 4 | 3 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 2 | 5 | 7 | 0 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | 1 | | 1 | |
| 6. Asian/Pacific Islander | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | 1 | |
| NOTES: | | | | | |
| The drop in the scores from 08-09 to 09-10 reflects a change in state standards, and schools across the state experienced a significant drop in the data. | | | | | |

12TN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, and 2011

Publisher: McGraw Hill (07-08) and Pearson (09-11)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Advance and Proficient | 70 | 59 | 100 | 100 | 97 |
| Proficient | 19 | 3 | 65 | 53 | 57 |
| Number of students tested | 43 | 39 | 40 | 43 | 35 |
| Percent of total students tested | 100 | 95 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Advance and Proficient | 55 | 44 | 100 | 100 | 100 |
| Proficient | 14 | 0 | 64 | 50 | 50 |
| Number of students tested | 29 | 25 | 25 | 28 | 16 |
| 2. African American Students | | | | | |
| Advance and Proficient | | | | | |
| Proficient | | | | | |
| Number of students tested | 9 | 4 | 1 | 2 | 3 |
| 3. Hispanic or Latino Students | | | | | |
| Advance and Proficient | | | | | |
| Proficient | | | | | |
| Number of students tested | 6 | 8 | 2 | 4 | 3 |
| 4. Special Education Students | | | | | |
| Advance and Proficient | | | | | |
| Proficient | | | | | |
| Number of students tested | 1 | 2 | 5 | 7 | 3 |
| 5. English Language Learner Students | | | | | |
| Advance and Proficient | | | | | |
| Proficient | | | | | |
| Number of students tested | 1 | 1 | | 1 | |
| 6. Asian/Pacific Islander | | | | | |
| Advance and Proficient | | | | | |
| Proficient | | | | | |
| Number of students tested | | | | 1 | |
| NOTES: | | | | | |
| The drop in the scores from 08-09 to 09-10 reflects a change in state standards, and schools across the state experienced a significant drop in the data. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Advance and Proficient | 65 | 59 | 100 | 100 | 99 |
| Advanced | 20 | 24 | 58 | 51 | 54 |
| Number of students tested | 116 | 129 | 120 | 135 | 122 |
| Percent of total students tested | 100 | 97 | 100 | 99 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Advance and Proficient | 56 | 49 | 100 | 100 | 98 |
| Advanced | 12 | 21 | 49 | 50 | 52 |
| Number of students tested | 73 | 75 | 75 | 82 | 71 |
| 2. African American Students | | | | | |
| Advance and Proficient | 60 | 39 | 100 | | |
| Advanced | 6 | 6 | 39 | | |
| Number of students tested | 15 | 15 | 10 | 6 | 4 |
| 3. Hispanic or Latino Students | | | | | |
| Advance and Proficient | 61 | 43 | 100 | 100 | 100 |
| Advanced | 11 | 21 | 57 | 50 | 45 |
| Number of students tested | 18 | 23 | 19 | 16 | 11 |
| 4. Special Education Students | | | | | |
| Advance and Proficient | 90 | | 100 | 100 | 100 |
| Advanced | 36 | | 24 | 14 | 0 |
| Number of students tested | 11 | 8 | 12 | 14 | 12 |
| 5. English Language Learner Students | | | | | |
| Advance and Proficient | | | 100 | 100 | |
| Advanced | | | 30 | 24 | |
| Number of students tested | 9 | 7 | 10 | 12 | 7 |
| 6. | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 1 | 0 |
| NOTES: | | | | | |

12TN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Advance and Proficient | 65 | 59 | 100 | 99 | 97 |
| Advanced | 17 | 12 | 65 | 54 | 55 |
| Number of students tested | 116 | 129 | 120 | 135 | 122 |
| Percent of total students tested | 100 | 97 | 100 | 99 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Advance and Proficient | 54 | 45 | 100 | 98 | 97 |
| Advanced | 15 | 8 | 54 | 51 | 52 |
| Number of students tested | 73 | 75 | 75 | 82 | 71 |
| 2. African American Students | | | | | |
| Advance and Proficient | 52 | 39 | 100 | | |
| Advanced | 6 | 6 | 79 | | |
| Number of students tested | 15 | 15 | 10 | 6 | 4 |
| 3. Hispanic or Latino Students | | | | | |
| Advance and Proficient | 38 | 43 | 100 | 93 | 100 |
| Advanced | 22 | 13 | 47 | 43 | 63 |
| Number of students tested | 18 | 23 | 19 | 16 | 11 |
| 4. Special Education Students | | | | | |
| Advance and Proficient | 81 | | 100 | 100 | 100 |
| Advanced | 45 | | 33 | 14 | 6 |
| Number of students tested | 11 | 8 | 12 | 14 | 15 |
| 5. English Language Learner Students | | | | | |
| Advance and Proficient | | | 100 | 100 | |
| Advanced | | | 30 | 33 | |
| Number of students tested | 9 | 7 | 10 | 12 | 7 |
| 6. | | | | | |
| Advance and Proficient | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 1 | 0 |
| NOTES: | | | | | |

12TN2