

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Dorene Lowery (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Michigan Avenue Elementary School (As it should appear in the official records)

School Mailing Address 188 Michigan Avenue School Rd. (If address is P.O. Box, also include street address)

Cleveland Tennessee 37323- 5408 City State Zip Code+4 (9 digits total) Tel. (423) 478-8807 Fax (423) 478-8856

Website/URL michiganavenueschool.org Email dlowery@bradleyschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Mr. Robert Taylor (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bradley County Schools Tel. (423) 476-0620

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Walter Presswood (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2 and certify that to the best of my knowledge it is accurate.

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

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The 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.
5. 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.
6. 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.

6. Racial/ethnic composition of the students in the school:
- 93.5 % White
 - 2.6 % Black or African American
 - 3.5 % Hispanic or Latino
 - .2 % Asian/Pacific Islander
 - .2 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 23.8 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	90
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	127
(4)	Total number of students in the school as of October 1	534
(5)	Subtotal in row (3) divided by total in row (4)	.238
(6)	Amount in row (5) multiplied by 100	23.8

8. Limited English Proficient students in the school: .002 %
1 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Ukranian, English

9. Students eligible for free/reduced-priced meals: 53.1 %

285 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch 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: 6 %

31 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>11</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Functionally Delayed	<u>7</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>27</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>41</u>	<u>3</u>

12. Student -"classroom teacher" ratio: 19.6 to 1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancies between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.3	95.2	95.1	94.2	92.9
Daily teacher attendance	94.0	95.0	94.0	94.0	94.0
Teacher turnover rate	20%	20%	6%	6%	3%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

Explanation of Teacher Turnover Rate

Michigan Avenue School's teacher turnover rate has increased during the last two years due to multiple reasons. In the 2000-2001 school year, two teachers retired, one transferred to a coaching position, and three resigned to be stay-at-home mothers. In the 2001-2002 school year, three teachers retired, one received a promotion to an administrative position, and three transferred to higher paying school systems. This high rate is not expected to continue. The anticipated turnover rate for the 2002-2003 school year is 8%.

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Michigan Avenue Elementary School in Cleveland, Tennessee, serves over 500 students from kindergarten through fifth grade. Despite a large number of free/reduced lunch students (285), our electric atmosphere engages children and parents alike. From the front entrance to the corner of each classroom, and everywhere in between, one can hear the sounds of learning taking place.

The entire school community is devoted to its success and have adopted this mission statement: As supporters of life-long learning, the Michigan Avenue faculty, staff, parents, and community are committed to fostering the intellectual, social, emotional, and physical growth of each student in a safe and positive environment. Beliefs were also co-written by all members of the school's faculty and are posted in every classroom.

We believe school exists for the benefit of all children. We believe emphasis is placed on developing each child's greatest potential while continuing to assess progress. We believe all children have something valuable to contribute, without regard to their environment or academic potential. We believe students know what is expected of them. We believe attitudes conducive to loyal citizenship and patriotism are developed. We believe we create life-long learners and a zeal for individual fulfillment within a safe and positive environment. We believe education, decision-making, and policy are integrated through the involvement of staff, community, and businesses.

Our philosophy has perpetuated vast improvements and productive changes. Professional development activities and BEST practices, that are scientifically based, continue to be the driving force for improvement. In addition, many programs have been implemented which have become a permanent part of school-life. A school-wide literacy focus is a key component in helping our school reach its goal of reading proficiency for every student. A computerized math initiative has also been adopted to assist teachers in targeting the individual levels of each child. We have instituted a Title I delayed schedule, which allows after-school classes for struggling students. Intensive tutoring, provided by kindergarten assistants, physical education and music teachers, and church partners, provides additional services to the at-risk population. Enrichment classes in creative writing and advanced math have given students the avenue for enhancement of valuable skills. Drama, art, and foreign language courses provide opportunities to experience the fine arts.

Parent involvement is incorporated into every fiber of school life. Parents feel comfortable with school personnel, because relationships have been forged through Family Reading Nights, regular meetings of the Parent And Teacher organization, scheduled parent/teacher conferences, parent volunteer orientation, and monthly school newsletters. A Family Academy meets twice a week for parenting classes and/or GED preparations.

Cleveland's business community is a dynamic factor in the success of Michigan Avenue School. Our 15 corporate partners assist in a variety of ways ranging from cleaning trophy cases, paving sidewalks, building stage sets, and operating the library to making donations for books, storage sheds, field trips, and computers. A Church/School Initiative has also afforded our students with much needed school supplies and coats.

Through highly committed school personnel, a nurturing environment, early intervention, parental support, and community involvement, Michigan Avenue School impacts student performance. The acronym T.E.A.M. (Together Everyone Achieves More) best describes our school. It is through the efforts of parents, teachers, community, and principal that **we ensure no child is left behind.**

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them.*

The Tennessee Comprehensive Assessment Program (T-CAP) evaluates all second through fifth graders in the core subject areas. Student progress can be monitored both within and across these grade spans, so that even lower-achieving students have an opportunity to demonstrate progress toward the desired goal of proficiency. Results are compared to state and national averages with gains measured for yearly growth.

Tables in the first addendum are reported according to five performance levels, with the highest level considered a “world-class” standard. Standard-setting committees were composed of teachers, curriculum experts, and staff members from the test publishers to determine the cut points that produced the five performance levels for each grade span. They are: Level 1 – Starting Out, Level 2 – Progressing, Level 3 – Nearing Proficiency, Level 4 – Proficient, and Level 5 – Advanced. Content-based descriptions of what students can do were also developed. Students in a given performance level can perform the majority of the described skills for that level and even more of what is described for the levels below. Students may also demonstrate partial mastery of some of the skills described in the higher levels. In the tables provided on the following pages, these interpretations apply: Basic = levels 1, 2, and 3; Proficient = level 4, and Advanced = level 5. **The charted scores establish a pattern of proficiency, which is at or above the nation for the past three years.**

The second addendum’s tables report the T-CAP Normal Curve Equivalents. This data report compares Michigan Avenue students to those of like grade among the nation. Scores range from 1 to 99. Class reports rank subtest objectives from high to low within each content area based on the students’ average number of items correct out of 100. The state considers objectives on which the average local performance exceeds the average national performance to be areas of strength. This has occurred in both reading and math. Our student population functions in the high average range with test results indicating their **performance is well above the desired goal of 50. Reading scores have consistently increased for the last four years.**

Disaggregated quantitative student performance data is listed in the third addendum. The table shows the median national percentile for the subgroups of low socioeconomic and not low socioeconomic students. The information is given according to individual grade levels as well as school-wide. This is a relatively new way of reporting test results in the state of Tennessee; therefore, only two years of data is available. In a range of scores from 1 to 99, average national scores fall between 25 and 75. All socioeconomic subgroups score in the upper end of this spectrum. Although low socioeconomic groups do not perform as high as not low socioeconomic groups, **the gap is closing.** It is our goal that, through programs created to address this issue, additional years’ data will indicate even less of a deviation between these subgroups.

- 2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.*

Michigan Avenue Faculty analyzes test data yearly to determine areas of strength and need. Scheduled in-service sessions provide training in evaluating test data. Teachers toil in grade level work sessions to chart, graph, and summarize the results of the previous years testing. Through grade level planning sessions, strengths and weaknesses are recognized. Instruction is then tailored to address areas of weakness. Teachers work hand in hand to create lessons and activities to tackle deficiencies. A plan is also set in motion for the school. After-school classes are created to meet the needs of students performing at low achieving levels. Students reaching proficient and advanced levels may choose from a menu of assorted classes in advanced subjects and fine arts. It is our goal for every child to achieve a year's gain regardless of the performance level. In addition, the Tennessee Curriculum Standards and Accomplishments have been compared with textbooks to ensure that all skills for grade level mastery are taught. Programs have been implemented to individualize student instruction at every performance level. These endeavors have successfully provided practice in core subject areas for all students.

- 3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.*

Teachers form an alliance with parents from their initial encounter through welcome letters sent before the first day of classes. Other positive contacts are made with every parent during the first two weeks of school. In addition, parent orientation meetings are held at every grade level. A day is reserved in each calendar year for parent/teacher conferences where goals are outlined for student achievement by reviewing test scores. Also, copies of test scores are given to parents in report cards at the end of each school year. Work folders are sent weekly with each student to keep parents informed concerning short-term goals and objectives. In addition, phone calls are made throughout the school year and additional conferences are scheduled as needed. Parents and teachers work to create Individualized Education Plans to meet student needs when necessary.

Newsletters are sent out to parents and community members concerning the school's test results each year. The school's report card is published in local newspapers and posted annually on the school system's website. Discussions are held in Parent Teacher Organization meetings to assist parents and community in understanding testing reports. A newly launched school website allows parents the opportunity to contact the principal and/or teachers concerning their child. Celebrations are planned to recognize student achievement, both individually and as a school.

Students and teachers jointly outline goals at the beginning of each school year. Teachers specify expectations and requirements through lectures, visual displays, and handouts. Students are held accountable for their accomplishments through individual conferences with their classroom teacher. Student work is returned in an efficient and timely manner often including teacher comments. A variety of incentive systems are in place throughout the school to reward classroom accomplishments. Class goals and incentives have been initiated to foster team spirit and encourage the attainment of challenging objectives. Outstanding student performance in the school's reading and math programs is recognized weekly on the school's closed-circuit television broadcast.

- 4. Describe in one-half page how the school will share its successes with other schools.*

Michigan Avenue has a work ethic and quest for excellence that is uncommon among schools. Our enthusiasm and determination propel us toward success. When we share information, programs, and ideas with other schools our excitement draws them into the possibility of their schools mirroring our success. Many activities in which our faculty is already engaged include: conducting workshops and in-service activities for other schools, serving as mentors to future teachers in training, and presenting at state, national, and international conferences. Principals and teachers from other schools frequently visit our school for tours and first hand observations of Michigan Avenue “in action.” Newspaper articles and television and radio spots have announced the school’s events and celebrations. Personal relationships have been formed with local news media as they have covered the many success stories of the school. We look forward to the prospect of engaging in these activities on a continued basis. Our school website will house a list of the school’s accomplishments as well as serve as a contact source for anyone interested in visiting. We are pursuing the creation of a video documentary of the schools’ activities and successes as well. We welcome the opportunity to share our experiences and successes as we learn and grow.

PART V – CURRICULUM AND INSTRUCTION

1. *Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.*

In order to create a well-designed curriculum plan, the faculty of Michigan Avenue has mapped instruction and adopted texts to ensure coordination with state standards and provide continuity between all grades. Teachers have common planning time each week to support the implementation of excellent instruction, mentoring, and goal setting.

Within individual classrooms, 5 major academic areas are addressed: reading, language arts (including English, spelling and handwriting,) math, science, and social studies. Other curriculum offerings provided for all students are: music, physical education, library study skills, art, keyboarding, character education, and drama. A comprehensive curriculum caters to the whole child; however, highest emphasis is placed on reading and math. Daily, a minimum of one hour is spent on reading instruction, and an additional hour is spent on reading practice. Math instruction has been set as a priority with a minimum of one hour of instruction every day. A crucial aspect of our reading and math curricula is the creation of portfolios to chart each child's academic progress. Their design assists teachers in tailoring instruction to meet individual needs and in tracking students. Along with teacher observations and state assessments, these portfolios also assist Title I teachers in identifying students who need placement in supplemental groups for remediation or enhancement. Programs such as: Celebrate Literacy book writing contest, after-school classes for the academically talented, tutoring for the at-risk, a Title I gifted program, and after-school enrichment classes are employed to ensure high standards are met. (A more detailed description of Michigan Avenue's reading and math curricula is included in parts V.2 and V.3.)

Special programs have been formed to focus on our school's at-risk population. Title I teachers have instituted a delayed schedule to create an intense after-school "tutoring time" for below average fourth and fifth graders. To better prepare students for first grade reading, speech/language therapy is offered to preschoolers. Other early intervention strategies include a pre-kindergarten orientation and an adopted reading readiness program for kindergarten instruction.

Numerous faculty members have written grants to improve our school's offerings. We obtained a Goals 2000 grant for a T.L.C. (Technology Learning Center) Lab. As a result, the "Type to Learn" computer program was launched and students have keyboarding class once a week. Also, teachers integrate technology with additional projects such as Internet studies, electronic journals, math and reading games, critical thinking puzzles, and computerized reading comprehension.

The guidance counselor at Michigan Avenue has created an unprecedented Character Education Program through the school's closed-circuit television broadcast. Student winners of poetry contests are featured on WMAS-TV to share their writings about different character traits. Also, interviews are conducted with local high school role models on a monthly basis. Via television, students participate in raps about self-discipline, and in puppet shows about perseverance. Service projects are conducted to instill caring, and individualized classroom lessons are taught on honesty, respect, and fairness.

An unparalleled writing program has been initiated whose state assessments show a pattern of above average scores since 1999. Activities begin as early as kindergarten with students writing in journals, creating thank you letters, and making their own books. Our school partners 4th graders with Lee University students each year to develop an e-mail project, incorporating reading comprehension, writing, and higher level thinking skills. Third through fifth graders publish essays about important people in their lives through our school's creative writing class and a "Night of Heroes" ceremony. Another aspect of the curriculum is speech writing. Fourth and fifth graders participate in the annual 4-H speech contest with original oratories. This year 14 Michigan Avenue students placed first in countywide competition. This high representation is a common occurrence.

While this description of curriculum offerings provides a snapshot of Michigan Avenue's instructional program, it does not thoroughly reflect the plethora of undertakings teachers employ daily to increase the level of learning and understanding and ensure that high standards are met.

- 2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

It is our belief that reading is the single most important skill for our students to learn. As a result the Scott-Foresman Reading program, which is the adopted text of the Bradley County School System, is used consistently in all grades. Modern Curriculum Phonics and take-home phonics books are used to supplement reading instruction, and leveled readers are used for needs-based instruction of comprehension, vocabulary, theme development, and higher level thinking. Listening tapes model fluency and provide support to students as they practice reading aloud.

As a result of our belief that the more students practice reading the better they will be at it, we have implemented the Accelerated Reader program. By adding an hour of reading practice to the time already spent on reading instruction, the program works in conjunction with the adopted reading text. All students are tested at the beginning and end of each year. Results are combined with teacher observation to assign reading practice zones consisting of three levels. The middle is the independent working level of the student, the lower is for reading enjoyment, and the upper level is intended for challenge. After reading a book, a student takes a computerized test. Our goal is to have between 85% and 92% accuracy. Zones are constantly adjusted to match students' growing instructional levels. Pre-determined requirements are set for eight certification levels ranging from Independent (unassisted reading and testing on three books) to Honors (reading and testing on a specified list of 100 "classics" 5.0 grade level or above) with student recognition for achieving higher levels. Also, a reading buddy system has been developed where primary and intermediate students are paired.

Literacy tests are another component integrated in the reading program. After the completion of a chapter book, students take a computer-generated test on specific skills from the book's context. These tests allow students' abilities to apply specific reading skills outlined in state standards and testing to be evaluated.

- 3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.*

Michigan Avenue School's math program is highly effective. Our adopted textbook, Silver Burdett Ginn, blends a high use of manipulatives with real-life application. Its scope and sequence provide continuity and flow among grade levels. In addition, teacher-created lessons have been designed to ensure there are no gaps in the mastery of state standards. Teachers carve a 60-minute portion of their instructional day exclusively for mathematics. The faculty is committed to targeting at least one word problem every day, along with the incorporation of calendar wall activities, which reinforce math skills.

To better meet the individualized needs of our students, a supplemental math program was instituted. The Accelerated Math Program assigns a math "library" appropriate to students' skill levels. Computerized practices and tests are administered to students for math objectives, which coincide with the Tennessee State Standards. Diagnostic Evaluations allow students to omit practices and tests for skills in which they are already proficient. In addition, these evaluations are an invaluable tool in providing helpful information for parents regarding their child's math performance. Students are rewarded for demonstrated competency, and promotions to the library of a higher grade-level often occur to better meet student instructional needs. This year an Extended Response Program was added to target problem-solving skills and serve as an additional challenge for students. In the math program, diagnostic reports identify the underlying causes of students' difficulties and provide a means for intervention. The teachers applaud the Accelerated Math program because it emphasizes time spent on task. **We are proud to say that for the last five years, our math test scores have exceeded state and national averages.**

4. *Describe in one-half page the different instructional methods the school uses to improve student learning.*

Teachers at Michigan Avenue employ numerous teaching strategies to motivate and inspire learning. Direct instruction is guided by the use of adopted textbooks with individual student conferences engaged for reteaching and follow-up. Special Education and Title I teachers support classroom instruction through small group pullout and inclusion.

Every grade level has developed literature-based units to coordinate with sets of novels and trade books. Peer tutoring, role-playing, cooperative learning, dramatization, centers, and theme-based instruction offer unforgettable learning experiences. Projects such as volcanoes, solar systems, and animal habitats line hallways through out the year. The integration of technology stimulates learners and increases academic competence, while providing an avenue for research. In addition, instruction is heightened by demonstrations and lectures from community members. Nurses, electricians, local proprietors and even the governor have visited our school to expand on skills taught in various subjects.

In teaching sight words, hands-on manipulation of letter tiles is often used. Likewise, flashcards, vocabulary charts, and word play aid the reading process. Choral reading, readers' theatre, and partner reading are employed to develop oral reading skills. In mathematics instruction, counting cubes, pattern blocks, plastic money, etc... are used. Charting and graphing skills are incorporated into daily functions through the use of lunch graphs and reading logs. Also, word problems and critical thinking exercises are targeted through Accelerated Math and Extended Response programs.

As evidenced, a range of teaching methods is already utilized to improve learning; however, the faculty of Michigan Avenue continues to seek opportunities for improvement of instructional techniques.

5. *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

Keeping abreast of current teaching styles is a priority of the Michigan Avenue faculty. Our School Improvement Plan is the driving force of our staff development menu. The analyzing of test data joined with planning ensures that future instruction is geared to address our areas of need. Previously, social studies was our target area; therefore, grade level meetings and common planning times were used to develop detailed lessons incorporating games, learning centers, and alternative means of assessment. Hard work paid off when our School Report Card reflected a dramatic gain in social studies.

Standardized test gains rose from an F (72.3) to a B (109.2.)

Math and science curriculum mapping, comparing our adopted textbooks with state curriculum guidelines, prompted teachers to develop lessons using the scientific method. In-service trainings have been held to provide teachers with the necessary tools and knowledge to conduct the science experiments identified as most crucial at each grade level. Teaching with manipulatives was also identified as a key interest of our teachers; therefore, we have hosted Activities In Math and Science and classes on ways to effectively use math manipulatives.

Because we believe reading is the most important subject, we have numerous professional development activities such as: Reading Across the Curriculum, Struggling Readers, Reading Renaissance, Guided Reading Strategies, State Standards and Accomplishments with Reading, and "Storytelling Alive".

Helping new teachers adjust to the curriculum of their grade is of utmost importance. Veteran teachers have participated in mentoring training to become more effective leaders. **As we feel about our students, neither do we want a teacher left behind!**

FIRST ADDENDUM TO PART IV INDICATORS OF ACADEMIC SUCCESS

Reading and Math State Criterion-Referenced Tests

Data Display Tables are illustrated on the attached pages.
The following information is for all tests in reading and mathematics.

Grades 2nd -5th Test Tennessee Comprehensive Assessment Program (T-CAP)

Edition/publication year Edition M, published 2001 Publisher McGraw-Hill
Edition L, published 2000
Edition K, published 1999
Edition B, published 1998

What groups were excluded from testing? Why, and how were they assessed? _____

No students were excluded. _____

Number excluded 0

Percent excluded 0

**DATA DISPLAY TABLE FOR 2ND GRADE READING
PERFORMANCE LEVEL SUMMARY PERCENTAGES from the
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	55%	65%	69%	61%
At Advanced	17%	21%	24%	21%
Number of students tested	86	93	91	80
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
NATIONAL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	41%	41%	41%	41%
At Advanced	11%	11%	11%	11%

**DATA DISPLAY TABLE FOR 3RD GRADE READING
PERFORMANCE LEVEL SUMMARY PERCENTAGES from the
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	24%	24%	17%	21%
At Advanced	7%	3%	4%	6%
Number of students tested	87	87	77	80
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
NATIONAL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	14%	14%	14%	14%
At Advanced	3%	3%	3%	3%

**DATA DISPLAY TABLE FOR 4TH GRADE READING
PERFORMANCE LEVEL SUMMARY PERCENTAGES from the
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	57%	39%	48%	23%
At Advanced	32%	8%	18%	8%
Number of students tested	89	75	84	84
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
NATIONAL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	24%	24%	24%	24%
At Advanced	7%	7%	7%	7%

**DATA DISPLAY TABLE FOR 5TH GRADE READING
PERFORMANCE LEVEL SUMMARY PERCENTAGES from the
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	42%	36%	46%	60%
At Advanced	13%	10%	6%	6%
Number of students tested	79	86	65	65
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
NATIONAL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	33%	33%	33%	33%
At Advanced	9%	9%	9%	9%

**DATA DISPLAY TABLE FOR 2ND GRADE MATH
PERFORMANCE LEVEL SUMMARY PERCENTAGES from the
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	52%	57%	50%	43%
At Advanced	9%	14%	13%	18%
Number of students tested	86	93	91	80
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
NATIONAL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	40%	40%	40%	40%
At Advanced	10%	10%	10%	10%

**DATA DISPLAY TABLE FOR 3RD GRADE MATH
PERFORMANCE LEVEL SUMMARY PERCENTAGES from the
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	8%	10%	17%	6%
At Advanced	3%	7%	9%	1%
Number of students tested	87	87	77	80
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
NATIONAL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	5%	5%	5%	5%
At Advanced	1%	1%	1%	1%

**DATA DISPLAY TABLE FOR 4TH GRADE MATH
PERFORMANCE LEVEL SUMMARY PERCENTAGES from the
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	31%	29%	37%	15%
At Advanced	11%	8%	19%	0%
Number of students tested	89	75	84	85
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
NATIONAL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	15%	15%	15%	15%
At Advanced	3%	3%	3%	3%

**DATA DISPLAY TABLE FOR 5TH GRADE MATH
PERFORMANCE LEVEL SUMMARY PERCENTAGES from the
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	40%	31%	32%	26%
At Advanced	18%	20%	6%	3%
Number of students tested	79	79	86	65
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
NATIONAL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	30%	30%	30%	30%
At Advanced	10%	10%	10%	10%

SECOND ADDENDUM TO PART IV INDICATORS OF ACADEMIC SUCCESS

Reading and Math Assessments Referenced Against National Norms

The following information is for all tests in reading and mathematics.

Grades 2nd -5th Test Tennessee Comprehensive Assessment Program (T-CAP)

Edition/publication year Edition M, published 2001 Publisher McGraw-Hill
Edition L, published 2000
Edition K, published 1999
Edition B, published 1998

What groups were excluded from testing? Why, and how were they assessed? _____

No students were excluded. _____

Number excluded 0 Percent excluded 0

Scores are reported here as (check one): NCE's X Scaled scores _____ Percentiles _____

DATA DISPLAY TABLE FOR READING
 NORMAL CURVE EQUIVALENTS from the
 TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	60.0	59.8	59.1	58.8
Number of students tested	341	334	338	309
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%

DATA DISPLAY TABLE FOR MATH
 NORMAL CURVE EQUIVALENTS from the
 TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (T-CAP)

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	62.7	63.7	63.3	59.1
Number of students tested	341	334	338	309
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%

THIRD ADDENDUM TO PART IV INDICATORS OF ACADEMIC SUCCESS

Disaggregated Data Referenced Against National Norms

The following information is for all tests in reading and mathematics.

Grades 3rd –5th Test Tennessee Comprehensive Assessment Program (T-CAP)

Edition/publication year Edition M, published 2001 Publisher McGraw-Hill
Edition L, published 2000
Edition K, published 1999
Edition B, published 1998

What groups were excluded from testing? Why, and how were they assessed?

Second grade students were tested, but state reports do not identify their scores in socioeconomic groupings.

Number excluded 0 Percent excluded 0

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

Grade	Subgroup	Reading		Math	
		2001-2002	2000-2001	2001-2002	2000-2001
3	Not Low Socioeconomic	73	73	73	83
3	Low Socioeconomic	63	65	69	68
4	Not Low Socioeconomic	82	71	90	88
4	Low Socioeconomic	72	66	75	79
5	Not Low Socioeconomic	68	71	79	72
5	Low Socioeconomic	63	49	68	56
School Average	Not Low Socioeconomic	75	72	82	82
School Average	Low Socioeconomic	66	62	71	69