

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 4301 Old Allen Road

Memphis Tennessee 38128-1729
City State Zip Code+4 (9 digits total)

Tel. (901) 416-3924 Fax (901) 357-3947

Website/URL www.mcsk12.net E-mail jensenj1@mcsk12.net

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 _____

Name of Superintendent* Dr. Carol Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Memphis City Schools Tel. (901) 325-5444

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 President Patrice Robinson
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

- | | | | |
|----|---|--|---|
| 1. | Number of schools in the district:
2003-04 | <u>113</u> Elementary schools
<u>23</u> Middle schools
<u>4</u> Junior high schools
<u>29</u> High schools
<u>30</u> Other (Briefly explain)

<u>199</u> TOTAL | <u>9</u> <u>Other</u> Short-term alternative for expelled students
<u>5</u> Long-term alternative for expelled students
<u>7</u> Career and technology centers
<u>2</u> Special centers serving at-risk students
<u>3</u> Special education centers
<u>1</u> Break-the-mold school
<u>3</u> Charter schools |
| 2. | District Per Pupil Expenditure:
2002-03
Average State Per Pupil Expenditure:
2002-03 | <u>\$7865</u>

<u>\$6648</u> | |

SCHOOL (To be completed by all schools)

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

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

4. 13 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:
2003-04

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	40	47	87	7			
1	32	39	71	8			
2	48	37	85	9			
3	35	35	70	10			
4	32	38	70	11			
5	25	42	67	12			
6	24	22	46	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							496

6. Racial/ethnic composition of the students in the school: 21.17 % White
78.23 % Black or African American
2003-04 .40 % Hispanic or Latino
.20 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 7.28 %
2002-03

(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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	36
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	535
(5)	Subtotal in row (3) divided by total in row (4)	0.084
(6)	Amount in row (5) multiplied by 100	8.4

8. Limited English Proficient students in the school: 0 %
2003-04 0 Total Number Limited English Proficient
Number of languages represented: N/A
Specify languages:

9. Students eligible for free/reduced-priced meals: 46.6 %
2003-04 231 Total Number Students Who Qualify

If this method does not produce 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: 3 %
2003-04 16 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> 1</u> Hearing Impairment	<u> 9</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 6</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

2003-04

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 24 </u>	<u> </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 3 </u>
Paraprofessionals	<u> 2 </u>	<u> 7 </u>
Support staff	<u> 5 </u>	<u> </u>
Total number	<u> 33 </u>	<u> 10 </u>

12. Average school student-“classroom teacher” ratio: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97	97	97.83	97.74	97.54
Daily teacher attendance	94.52	94.44	97.12	96.53	96.03
Teacher turnover rate	20.5	21.6	11.1	08.6	13.8
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Keystone Elementary School in Memphis, Tennessee, serving approximately 500 students from kindergarten through sixth grade, has adopted as its mission a commitment to the development and implementation of a challenging academic program where parents, staff, and the community work collaboratively inspiring all students to achieve at their maximum potentials and to become life-long learners. Keystone provides evidence that students from disadvantaged backgrounds can achieve at high levels when the public school they attend sets high expectations, structures curriculum and teaching practices to meet the increasingly diverse needs of students, and makes parents partners in motivating and enabling each student to learn.

Established in 1991 as a magnet school, eighty percent of the school's current students live in the working-class neighborhoods that surround Keystone. Parents who seek the best in educational opportunities for their children are attracted to Keystone's highly structured learning environment, emphasis on enriched academics, and reputation for attracting quality teachers (42% of whom have master's or higher degrees).

In the past five years, the number of disadvantaged students enrolling in Keystone has increased. Currently, 47% of Keystone students qualify for free and reduced-priced meals. In keeping with the school's mission of providing a strong academic program that inspires students to achieve at their maximum potentials, Keystone has met the challenges of the increased number of disadvantaged students by using assessments to identify each student's needs; adapting proven practices and adopting new strategies to deliver quality instruction; and maintaining a safe, orderly school environment that celebrates diversity and honors achievement.

Greater emphasis is now placed on using data from state and district standardized tests, as well as classroom work, to assess the needs of each student and to individualize instruction. Weekly grade-level meetings have been instituted where teachers share ideas and plan lessons and activities. Modifications that individual teachers have made in their teaching strategies include breaking lessons into smaller parts, pacing appropriately, re-teaching, directing small group lessons, providing more one-on-one instruction, encouraging peer tutoring, and using teacher assistants to provide extra practice. An additional after-school tutoring program is offered. Structured parent meetings are held during which test scores are explained in terms that parents can understand. Instruction on how parents can better assist their children is also given during the meetings. Keystone enjoys exceptional parental and community support as demonstrated by having the largest PTA membership in Memphis for the past three years.

Despite the challenges of serving more disadvantaged students, Keystone consistently posts standardized test scores significantly higher than state and national averages in all content areas. On Tennessee's accountability model using NCLB requirements for 2002-2003, over 99.5% of the school's economically disadvantaged students were rated as proficient or advanced in reading/language/writing and 96.4% scored proficient or advanced in math.

Because Keystone Elementary delivers on the promise of American public education to give students of different races, cultures, and economic statuses the opportunity to learn, excel and become all they can be, it is worthy of designation as a 2003-2004 "No Child Left Behind Blue Ribbon School."

PART IV, #1 - INDICATORS OF ACADEMIC SUCCESS

General Information - One component of the Tennessee Comprehensive Assessment Program (TCAP) is an instrument consisting of a norm-referenced (NRT) achievement test and a customized criterion referenced (CRT) test. CTB/McGraw-Hill's *TerraNova* has been used as the norm-referenced part of the TCAP from 1998 to the present and is administered to Tennessee students in grades 3-8 in five core areas. NRT data included in this section are based on four years of results (spring 2000, spring 2001, spring 2002, and spring 2003) from the Reading Composite and Mathematics Composite subtests and are reported for students in grades 3 through 6 at Keystone Elementary. Results were disaggregated into four subgroups (all students, African-American students, white students, and economically disadvantaged students) and are reported on Tables 1-8 as mean NCEs and four-year average mean NCEs.

The Reading Composite scores reported are a combination of results from the Reading (comprehension) and Vocabulary subtests. Scores on the Reading subtest measure performance on up to 33 subskills related to four objectives: understanding basic concepts, analyzing text, evaluating and extending meaning, and identifying reading strategies. On the Vocabulary subtest, three objectives related to word meaning, multi-meaning words, and words in context are assessed using five subskills per grade level.

The Mathematics Composite scores reflect a combination of results from the Mathematics (concepts and application) and Mathematics Computation subtests. Mathematics scores were measured on eight objectives including number and number relations; computation and estimation; operation concepts; measurement; geometry and spatial sense; data analysis, statistics, and probability; patterns, functions, and algebra; as well as problem-solving and reasoning. Depending on the grade level, these eight objectives were measured by a minimum of 79 subskills per grade. Eight objectives of math computation skills were assessed using subskills assessing computation using whole numbers, decimals, and fractions, as well as percentages and order of operations.

The CRT part of the TCAP is customized and aligned with the state curriculum in reading and mathematics. These CRT items were first administered in spring 2003 to Tennessee students in grades 3, 5, and 8 to meet NCLB requirements. CRT data included in this section are based on spring 2003 results in reading and mathematics for Keystone Elementary students in grades 3 and 5. Results were disaggregated into four subgroups (all students, African-American students, white students, and economically disadvantaged students) by grade and are reported on Tables 9-12 as the percent of students scoring proficient, advanced, or below proficient. Note that district and state results are reported for all students for comparison. CRT results were not disaggregated by subgroup for the district or state on the State Report Card and were not provided after numerous requests. Therefore, state and district results are not displayed on Tables 9-12.

Analysis of Reading Results

- The analysis indicates that students in grades 3 - 6 in all four subgroups have maintained mean NCEs of 55 or greater for each of the four years examined.
- Four-year average mean NCEs of 61 or higher were posted across all grades and across all subgroups.
- An analysis of subgroup data reveals that students in two subgroups (all students and white students) have maintained performance above a mean NCE of 60 for four consecutive years.
- Two subgroups (African-American students and economically disadvantaged students) have produced mean NCEs of 60 or higher 75% of the time.
- Scores for African-American sixth graders have risen steadily each year of the four-year period from a mean NCE of 58.52 in April 2000 to a mean NCE of 71.55 in April 2003.
- Educationally disadvantaged sixth graders have maintained mean NCEs of 61 or higher for all four years examined.
- Based on CRT results, 100% of Keystone Elementary's students in each of the four subgroups in grades 3 and 5 scored proficient or higher.

Analysis of Math Results

- The review indicates that students in all four subgroups in all four grades have maintained mean NCEs of 55 or greater for each year of the four years included.
- Four-year average mean NCEs were above 63 for all four subgroups in all four grades.
- Two subgroups (African-American students and all students) have maintained mean NCEs of 63 or higher for three of the four years reported.
- Mean NCEs for sixth graders in three subgroups (all students, African-American students, and economically disadvantaged students) have risen steadily for each of the four years.
- The four-year average mean NCE was 63 or higher for all grade levels.
- Based on CRT results, 98% to 100% of Keystone's third graders in all four subgroups scored proficient or higher while 89% to 100% of Keystone's fifth graders scored proficient or higher.

PART IV, #2 - INDICATORS OF ACADEMIC SUCCESS

Keystone analyzes available test data from local- and state-mandated assessments to determine the academic needs and strengths of students in grades 1-6 in all core subject areas. In kindergarten, the *Developing Skills Checklist* is used at the beginning of the year, and a criterion-referenced test is administered at the end of the year to determine readiness for school and for first grade. In the first grade, the *California Achievement Test (CAT)* is given at the end of the year as another way to look at student performance. Continuous assessment occurs in grades 2-6 through the use of multiple assessments including unit tests from the basal reader, a computerized reading test, district tests in math for grades 3-6, and science tests in grades three, five and six.

After analyzing results of the various assessments, weekly grade level meetings are held during which lessons and activities to improve student achievement are planned. Teachers also assess students' classroom work and test results to determine baselines, patterns of deficiency and areas for remediation or reteaching in order to incorporate higher order skills into instruction and to integrate skills across curriculum areas. Instructional strategies and/or the curricula are adjusted to meet the newly determined needs. Plans for tutoring are developed as needed. Enrichment activities are planned for gifted students as well as for students mastering required objectives or skills. In order to ensure that all skills for grade level mastery are covered, a comparison of the content of Memphis City Schools textbooks and the Tennessee Curriculum Standards and Accomplishments has been completed. Thorough analyses resulting in measurable progress at each grade level are the keys to high student performance.

PART IV, #3 - INDICATORS OF ACADEMIC SUCCESS

Open and informative communication is a key factor in the success of Keystone Elementary. Communication is provided in a variety of ways in terms easily understood by different audiences. These forms of communication include news media, parent conferences, newsletters, open houses, private tours and the Internet. Data generated from state-mandated and other assessment tools are made available to parents printed in an individual student profile, which enables parents and teachers to better understand how to provide the greatest assistance to meet students' diverse needs. No Child Left Behind and the Tennessee State Report Card results are published by the local newspaper and posted on the school's website. Keystone also publishes its own "School Report Card" which provides parents an opportunity to analyze student performance.

At the beginning of the school year, each teacher hosts a parent orientation session at which the teacher stresses high expectations and explains the methods used to assess and report student progress weekly. Parents are also invited and urged to attend two individual school conferences annually. Additionally, progress notification, parent-teacher conferences and action plans address the needs of any student experiencing significant deficiencies in any areas.

A newsletter, "Keystone Klips," is published monthly spotlighting various students' accomplishments and informing parents of critical dates and important activities. A school website has been developed and is constantly updated. Many Keystone teachers have designed personal web pages to relate general information and specific classroom information. Administration has an "open door" policy for students, parents, teachers, and the community.

Using these multiple approaches, Keystone maintains open lines of communication, which are vital to the success of its educational program.

PART IV, #4 - INDICATORS OF ACADEMIC SUCCESS

Keystone Elementary embraces the opportunity to share its successes with other schools and uses multiple methods in demonstrating this collaborative spirit. The school provides staff development for other faculties; displays student work at other schools, community centers and the MCS Board of Education building; gives PowerPoint presentations at various meetings; and uses its website to share teaching and learning information and ideas with others. Members of the Keystone faculty have moderated sessions at local, state, and national workshops, sharing their skills in such areas as teaching higher-level thinking skills and creative writing. A partnership with three local universities has been established to further the development of future teachers through student teaching and through classroom observation and participation opportunities. Keystone administrators use many networking opportunities to share experiences and learn from others. The school plans to host an open house this year that will provide an opportunity for Keystone teachers and administrators to meet and work with other educators, sharing successes and ideas for enhancing student performance and parental involvement.

PART V, #1 – CURRICULUM AND INSTRUCTION

The district's curricula follow the Tennessee State guidelines. Curricula guides were developed for all subject areas meeting state standards and emulating the content and skills by grade. A curriculum map, the scope and sequence, an instructional guide with suggested resources and relationship to state-mandated tests, and the Memphis City Schools standards and performance indicators are parts of this document.

Teachers have found this document to be a useful tool in developing instructional plans correlated with the adopted textbooks in the content areas. Each classroom addresses the five academic areas (reading, language arts, math, science, social studies) related to state-mandated tests. The academic program focuses on the communication skills involving reading with comprehension, language skills, creative writing, and speaking to an audience. The math program not only addresses calculating and problem solving but also involves reasoning skills and drawing conclusions. Science is closely related to math in the development of these skills but includes content knowledge for expanded use of research skills and making judgments. The social studies program provides information about other cultures and the influence of environmental situations on these cultures while encouraging good interpersonal skills through cooperative learning groups. Social studies instruction includes developing a sense of personal and social responsibility to become a contributing citizen. Other courses include physical education, library study skills, computer education, music, visual arts, character education, and an anti-violence program. Students with learning disabilities on the preschool level and in speech/language receive a specialized oral language program. An after-school tutoring program for grades 2-5 has been instituted for at-risk students. During the regular school day, parents and teacher assistants tutor students in grades K-2. Academically talented students are provided five hours of enrichment weekly. Reading and math instruction are the major focus of the academic program using motivational techniques, such as rewards to encourage reading and hands-on activities to develop math skills.

The basic instructional program following the MCS curricula is enriched through special projects, such as research projects, the Accelerated Reader program, creative writing, musical presentations and classroom PowerPoint presentations. The character education program is well-developed and addresses different desirable character traits.

Throughout the year, student progress is closely monitored in order to adjust the instructional program, to obtain needed resources, and to address individual student needs. The kindergarten and first grade are closely monitored, correlating student work to outcomes and involving parents before serious problems develop. Kindergartners use the "READ, WRITE, AND LISTEN" (Letterbooks) by Macmillan/McGraw-Hill to develop alphabet skills, phonics and beginning vocabulary. "Support Teams"

involving various staff members and the student's parent(s) develop corrective action plans for students demonstrating below level progress.

PART V, #2 – CURRICULUM AND INSTRUCTION

Keystone's reading curriculum was developed by Memphis City Schools and is designed to correlate reading requirements with state-mandated assessments. Writing, grammar, spelling and penmanship are included. In the first and second grades, a phonics program is an integral part of the reading curriculum. Intermediate grades employ various activities, such as creative writing, speaking, role-playing, storytelling, literary responses, and oral book reports to apply skills outlined in the textbook. Students display their mastery of the viewing/presenting facet of reading through activities, such as graphs, Internet use, creating pamphlets, and preparing research articles.

The Accelerated Reader program stresses independent reading, testing for comprehension and earning points. To motivate students, teachers make the program competitive. Individual students are rewarded by class each six weeks period. The library houses a large collection of quality books/resources including books used in the Accelerated Reader program. Accelerated Reader tests are available to classes in grades 1-6 on the intranet.

Monitoring progress in reading is accomplished through unit tests, a computerized reading program, evaluation of projects, journal writing, and Accelerated Reader points.

PART V, #3 – CURRICULUM AND INSTRUCTION

Keystone's math curriculum was developed by Memphis City Schools and is aligned with state-mandated assessments. Everyday Math uses hands-on activities to improve understanding of mathematical foundations. The specific content is outlined for teachers so that it can become a comprehensive and integrated program. The scope and sequence identifies the skills to be covered and outlines the pacing. A key factor of EVERDAY MATH is spiraling. Each grade has particular skills to be mastered but many other skills are introduced. This allows a broad exposure to many skills. This curriculum provides alternate assessments in the disguise of games.

An auxiliary component for skill development has been added for students to receive drill both at school and in the home. This has been critical for improving pacing and student understanding as new learning is introduced.

PART V, #4 – CURRICULUM AND INSTRUCTION

Keystone's classrooms are structured with very few pullout situations allowing teachers to use directed teaching strategies to address students' academic needs. Special Education classes for pre-kindergarten students use strategies that develop many personal care skills, behavioral expectations and readiness skills appropriate for entry in kindergarten. Speech and language classes use small group instructional strategies or one-on-one instruction. Gifted students are involved in a pullout program twice weekly that focuses on developing creativity and higher-level thinking skills. Unit planning often involves these students in brainstorming, small group learning challenges and regional explorations.

Classroom teachers utilize small groups, cooperative-learning groups, and whole-group directed teaching situations. Remediation efforts include peer tutoring, parent tutoring, and an after-school program for at-risk students. Strategies employed in remediation settings include hands-on learning, journal writing, creative writing projects, graphic organizers, games, and drill and practice. Different strategies are used to offer academic challenges including Internet research, projects demonstrating the

learning, modeling a character from a book, Accelerated Reader points, science and social studies projects, and program presentations by grade level. Study skills, outlining and research projects are part of library instruction. In the computer lab, students use word processing for classroom papers, play math games, and learn keyboarding and PowerPoint.

PART V, #5 – CURRICULUM AND INSTRUCTION

Professional development is provided throughout the year at Keystone and through the district's teacher center. At the end of each year, staff needs are assessed and a program is planned for the next year. Teachers attend professional development programs during the summer, after school, or "on release" from the classroom. These sessions are elective, with teachers evaluating their own needs. Teachers have attended reading workshops to develop more hands-on strategies. All Keystone teachers have attended the Everyday Math professional development program. During the summer, workshops are offered to acquaint teachers with the use of newly adopted textbooks. Teachers in grades three, four and five have been given the opportunity to attend the Reva Harris Writing workshop which is very beneficial to the teachers in preparing students for the state's writing assessment. A majority of the teaching staff has been involved in the "Peaceable Schools" and "Second Step" programs to combat school violence and to provide strategies to maintain appropriate classroom behavior. Other professional development opportunities have addressed higher level thinking skills, test data interpretation, ideas on mentoring, Arts in the Schools, classroom management, team building, web page design, Super Science Connection to link science to other content areas, and various computer and technology workshops.

Keystone's faculty believes that each teacher has a personal responsibility to continue developing her or his teaching skills and experience base and that professional development offers her or him an opportunity to do so. Forty-two percent of Keystone teachers who do not have a Master's Degree are enrolled in a graduate program. At Keystone, teachers also model life-long learning as they encourage and inspire their students to become life-long learners.

Table 1
Norm-referenced Reading Results for Keystone Elementary

Grade: 3

Test: TerraNova

Edition/publication year: 1996

Publisher: CTB/McGraw-Hill

Subtest: Reading Composite

Scores are reported as NCEs.

Testing Month/Year	April 2003	April 2002	April 2001	April 2000	Four-yr.Avg. Mean NCE
Number of Students Excluded	0	0	0	0	
Percent of Students Excluded	0	0	0	0	
Subgroup: All Students					
Number of Students Tested	75	79	66	74	
Mean NCEs	61.03	65.80	60.95	66.57	63.6
Subgroup: White Students					
Number of Students Tested	10	18	27	22	
Mean NCEs	63.50	68.22	66.33	60.95	64.8
Subgroup: African-American Students					
Number of Students Tested	65	60	38	51	
Mean NCEs	60.65	65.12	56.79	68.61	62.8
Subgroup: Economically Disadvantaged Students					
Number of Students Tested	36	38	15	24	
Mean NCEs	60.03	65.82	56.87	61.88	61.2

Table 2
Norm-referenced Reading Results for Keystone Elementary

Grade: 4

Test: TerraNova

Edition/publication year: 1996

Publisher: CTB/McGraw-Hill

Subtest: Reading Composite

Scores are reported as NCEs.

Testing Month/Year	April 2003	April 2002	April 2001	April 2000	Four-yr. Avg. Mean NCE
Number of Students Excluded	0	0	0	0	
Percent of Students Excluded	0	0	0	0	
Subgroup: All Students					
Number of Students Tested	66	56	70	87	
Mean NCEs	64.11	66.71	66.29	61.94	64.8
Subgroup: White Students					
Number of Students Tested	16	22	18	40	
Mean NCEs	68.31	69.68	69.56	64.40	68.0
Subgroup: African-American Students					
Number of Students Tested	50	33	52	47	
Mean NCEs	62.76	64.45	65.15	59.85	63.1
Subgroup: Economically Disadvantaged Students					
Number of Students Tested	33	13	24	37	
Mean NCEs	64.06	64.23	64.88	57.30	62.6

Table 3
Norm-referenced Reading Results for Keystone Elementary

Grade: 5

Test: TerraNova

Edition/publication year: 1996

Publisher: CTB/McGraw-Hill

Subtest: Reading Composite

Scores are reported as NCEs.

Testing Month/Year	April 2003	April 2002	April 2001	April 2000	Four-yr.Avg. Mean NCE
Number of Students Excluded	0	0	0	0	
Percent of Students Excluded	0	0	0	0	
Subgroup: All Students					
Number of Students Tested	55	67	74	79	
Mean NCEs	65.63	67.13	61.58	63.75	64.5
Subgroup: White Students					
Number of Students Tested	16	18	30	31	
Mean NCEs	69.40	70.33	64.94	66.39	67.8
Subgroup: African-American Students					
Number of Students Tested	38	46	44	47	
Mean NCEs	63.63	66.57	59.30	61.47	62.7
Subgroup: Economically Disadvantaged Students					
Number of Students Tested	18	24	30	27	
Mean NCEs	62.44	66.79	55.73	66.11	62.8

Table 4
Norm-referenced Reading Results for Keystone Elementary

Grade: 6

Test: TerraNova

Edition/publication year: 1996

Publisher: CTB/McGraw-Hill

Subtest: Reading Composite

Scores are reported as NCEs.

Testing Month/Year	April 2003	April 2002	April 2001	April 2000	Four-yr.Avg. Mean NCE
Number of Students Excluded	0	0	0	0	
Percent of Students Excluded	0	0	0	0	
Subgroup: All Students					
Number of Students Tested	51	61	66	64	
Mean NCEs	70.76	65.64	63.98	62.34	65.7
Subgroup: White Students					
Number of Students Tested	11	26	20	31	
Mean NCEs	67.91	69.96	68.20	66.42	68.1
Subgroup: African-American Students					
Number of Students Tested	40	34	36	33	
Mean NCEs	71.55	62.50	60.97	58.52	63.4
Subgroup: Economically Disadvantaged Students					
Number of Students Tested	16	21	24	14	
Mean NCEs	69.31	61.38	62.83	68.14	65.4

Table 5
Norm-referenced Math Results for Keystone Elementary

Grade: 3

Test: TerraNova

Edition/publication year: 1996

Publisher: CTB/McGraw-Hill

Subtest: Mathematics Composite

Scores are reported as NCEs.

Testing Month/Year	April 2003	April 2002	April 2001	April 2000	Four-yr.Avg. Mean NCE
Number of Students Excluded	0	0	0	0	
Percent of Students Excluded	0	0	0	0	
Subgroup: All Students					
Number of Students Tested	75	79	66	74	
Mean NCEs	70.95	69.57	66.56	70.34	69.4
Subgroup: White Students					
Number of Students Tested	10	18	27	22	
Mean NCEs	68.50	71.11	73.93	64.14	69.4
Subgroup: African-American Students					
Number of Students Tested	65	60	38	51	
Mean NCEs	71.32	69.10	60.63	72.59	68.4
Subgroup: Economically Disadvantaged Students					
Number of Students Tested	36	38	15	24	
Mean NCEs	70.14	68.58	57.27	63.58	64.9

Table 6
Norm-referenced Math Results for Keystone Elementary

Grade: 4

Test: TerraNova

Edition/publication year: 1996

Publisher: CTB/McGraw-Hill

Subtest: Mathematics Composite

Scores are reported as NCEs.

Testing Month/Year	April 2003	April 2002	April 2001	April 2000	Four-yr. Avg. Mean NCE
Number of Students Excluded	0	0	0	0	
Percent of Students Excluded	0	0	0	0	
Subgroup: All Students					
Number of Students Tested	66	56	70	87	
Mean NCEs	64.11	70.05	67.61	71.37	68.3
Subgroup: White Students					
Number of Students Tested	16	22	18	40	
Mean NCEs	64.81	74.05	61.33	70.25	67.6
Subgroup: African-American Students					
Number of Students Tested	50	33	52	47	
Mean NCEs	63.88	66.85	69.79	72.32	68.2
Subgroup: Economically Disadvantaged Students					
Number of Students Tested	33	13	24	37	
Mean NCEs	62.45	67.62	67.75	66.38	66.1

Table 7
Norm-referenced Math Results for Keystone Elementary

Grade: 5

Test: TerraNova

Edition/publication year: 1996

Publisher: CTB/McGraw-Hill

Subtest: Mathematics Composite

Scores are reported as NCEs.

Testing Month/Year	April 2003	April 2002	April 2001	April 2000	Four-yr.Avg. Mean NCE
Number of Students Excluded	0	0	0	0	
Percent of Students Excluded	0	0	0	0	
Subgroup: All Students					
Number of Students Tested	55	67	74	79	
Mean NCEs	67.44	75.27	65.00	63.29	67.8
Subgroup: White Students					
Number of Students Tested	16	18	30	31	
Mean NCEs	70.63	70.22	66.60	64.84	68.1
Subgroup: African-American Students					
Number of Students Tested	38	46	44	47	
Mean NCEs	65.45	77.96	63.91	62.32	67.4
Subgroup: Economically Disadvantaged Students					
Number of Students Tested	18	24	30	27	
Mean NCEs	55.22	70.42	62.30	66.52	63.6

Table 8
Norm-referenced Math Results for Keystone Elementary

Grade: 6

Test: TerraNova

Edition/publication year: 1996

Publisher: CTB/McGraw-Hill

Subtest: Mathematics Composite

Scores are reported as NCEs.

Testing Month/Year	April 2003	April 2002	April 2001	April 2000	Four-yr. Avg. Mean NCE
Number of Students Excluded	0	0	0	0	
Percent of Students Excluded	0	0	0	0	
Subgroup: All Students					
Number of Students Tested	51	61	66	64	
Mean NCEs	71.55	71.30	64.91	58.36	66.5
Subgroup: White Students					
Number of Students Tested	11	26	20	31	
Mean NCEs	68.36	74.62	65.20	60.68	67.2
Subgroup: African-American Students					
Number of Students Tested	40	34	36	33	
Mean NCEs	72.43	68.79	64.78	56.18	65.5
Subgroup: Economically Disadvantaged Students					
Number of Students Tested	16	21	24	14	
Mean NCEs	66.44	65.38	62.83	58.86	63.4

Table 9
Criterion-referenced Math Results for Keystone Elementary

Grades: 3

Publisher: CTB/McGraw-Hill

Test: TerraNova

Edition/publication year: 2003

Testing Month/Year	Keystone El.	*MCS	TN
	April 2003	April 2003	April 2003
Number of Students Tested	75	9479	N/R
Percent of Total Students Tested	100	N/R	N/R
Number of Students Excluded	0	N/R	N/R
Percent of Students Excluded	0	N/R	N/R
Subgroup: All Students			
Number of Students Tested	75	9479	N/R
% Below Proficient	1	39	21
% Proficient	60	48	48
% Advanced	39	13	31
% Proficient + Advanced	99	61	79
Subgroup: White Students			
Number of Students Tested	10	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	40	N/R	N/R
% Advanced	60	N/R	N/R
% Proficient + Advanced	100	N/R	N/R
Subgroup: African-American Students			
Number of Students Tested	65	N/R	N/R
% Below Proficient	2	N/R	N/R
% Proficient	63	N/R	N/R
% Advanced	35	N/R	N/R
% Proficient + Advanced	98	N/R	N/R
Subgroup: Economically Disadvantaged Students			
Number of Students Tested	36	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	64	N/R	N/R
% Advanced	36	N/R	N/R
% Proficient + Advanced	100	N/R	N/R

N/R = Not reported on State Report Card

*MCS = Memphis City Schools

Table 10
Criterion-referenced Math Results for Keystone Elementary

Grades: 5

Publisher: CTB/McGraw-Hill

Test: TerraNova

Edition/publication year: 2003

Testing Month/Year	Keystone El.	*MCS	TN
	April 2003	April 2003	April 2003
Number of Students Tested	55	9804	N/R
Percent of Total Students Tested	100	N/R	N/R
Number of Students Excluded	0	N/R	N/R
Percent of Students Excluded	0	N/R	N/R
Subgroup: All Students			
Number of Students Tested	55	9804	N/R
% Below Proficient	4	38	20
% Proficient	38	49	49
% Advanced	58	13	31
% Proficient + Advanced	96	62	80
Subgroup: White Students			
Number of Students Tested	16	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	25	N/R	N/R
% Advanced	75	N/R	N/R
% Proficient + Advanced	100	N/R	N/R
Subgroup: African-American Students			
Number of Students Tested	38	N/R	N/R
% Below Proficient	5	N/R	N/R
% Proficient	45	N/R	N/R
% Advanced	50	N/R	N/R
% Proficient + Advanced	95	N/R	N/R
Subgroup: Economically Disadvantaged Students			
Number of Students Tested	18	N/R	N/R
% Below Proficient	11	N/R	N/R
% Proficient	50	N/R	N/R
% Advanced	39	N/R	N/R
% Proficient + Advanced	89	N/R	N/R

N/R = Not reported on State Report Card

*MCS = Memphis City Schools

Table 11
Criterion-referenced Reading Results for Keystone Elementary

Grades: 3

Publisher: CTB/McGraw-Hill

Test: TerraNova

Edition/publication year: 2003

Testing Month/Year	Keystone El.	*MCS	TN
	April 2003	April 2003	April 2003
Number of Students Tested	75	9479	N/R
Percent of Total Students Tested	100	N/R	N/R
Number of Students Excluded	0	N/R	N/R
Percent of Students Excluded	0	N/R	N/R
Subgroup: All Students			
Number of Students Tested	75	9479	N/R
% Below Proficient	0	33	20
% Proficient	53	52	49
% Advanced	47	15	31
% Proficient + Advanced	100	67	80
Subgroup: White Students			
Number of Students Tested	10	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	60	N/R	N/R
% Advanced	40	N/R	N/R
% Proficient + Advanced	100	N/R	N/R
Subgroup: African-American Students			
Number of Students Tested	65	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	52	N/R	N/R
% Advanced	48	N/R	N/R
% Proficient + Advanced	100	N/R	N/R
Subgroup: Economically Disadvantaged Students			
Number of Students Tested	36	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	58	N/R	N/R
% Advanced	42	N/R	N/R
% Proficient + Advanced	100	N/R	N/R

N/R = Not reported on State Report Card

*MCS = Memphis City Schools

Table 12
Criterion-referenced Reading Results for Keystone Elementary

Grades: 5

Publisher: CTB/McGraw-Hill

Test: TerraNova

Edition/publication year: 2003

Testing Month/Year	Keystone El.	*MCS	TN
	April 2003	April 2003	April 2003
Number of Students Tested	55	9806	N/R
Percent of Total Students Tested	100	N/R	N/R
Number of Students Excluded	0	N/R	N/R
Percent of Students Excluded	0	N/R	N/R
Subgroup: All Students			
Number of Students Tested	55	9806	N/R
% Below Proficient	0	32	21
% Proficient	40	52	48
% Advanced	60	16	31
% Proficient + Advanced	100	68	79
Subgroup: White Students			
Number of Students Tested	16	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	37	N/R	N/R
% Advanced	63	N/R	N/R
% Proficient + Advanced	100	N/R	N/R
Subgroup: African-American Students			
Number of Students Tested	38	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	42	N/R	N/R
% Advanced	58	N/R	N/R
% Proficient + Advanced	100	N/R	N/R
Subgroup: Disadvantaged Students			
Number of Students Tested	18	N/R	N/R
% Below Proficient	0	N/R	N/R
% Proficient	44	N/R	N/R
% Advanced	56	N/R	N/R
% Proficient + Advanced	100	N/R	N/R

N/R = Not reported on State Report Card

*MCS = Memphis City Schools