

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12   
Charter

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

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

School Mailing Address 1840 King College Rd

Bristol TN 37620-2833  
City State Zip Code+4 (9 digits total)

County Sullivan State School Code Number\* 0030

Telephone ( 423 ) 652-9470 Fax ( 423 ) 652-9472

Web site/URL http/www.btcs.org/HV E-mail parkert@btcs.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 \_\_\_\_\_

Name of Superintendent\* Dr. Steve Dixon  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bristol City Tel. ( 423 ) 652-9451

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 Dr. Steve Morgan  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district:      6      Elementary schools  
    1      Middle schools  
    0      Junior high schools  
    1      High schools  
    0      Other  
    **8**      TOTAL
2. District Per Pupil Expenditure:      8476

Average State Per Pupil Expenditure:      7469

### SCHOOL

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

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

4. 10 Number of years the principal has been in her/his position at this school.

           If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	10	17	7			
K	32	29	61	8			
1	23	25	48	9			
2	23	25	48	10			
3	27	19	46	11			
4	19	23	42	12			
5	22	21	43	Other	19	9	28 *
6	28	16	44				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>377</b>

\*Holston View Elementary houses three system-wide, self-contained Comprehensive Development Classes. The classes are for students classified as mentally retarded.

6. Racial/ethnic composition of      96 % White

the school:

3 % Black or African American  
0.6 % Hispanic or Latino  
0.3 % Asian/Pacific Islander  
0.1 % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 18 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	31
(3)	Total of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	329
(5)	Total transferred students in row (3) divided by total students in row (4)	.18
(6)	Amount in row (5) multiplied by 100	18.0

8. Limited English Proficient students in the school: .01 %  
3 Total Number Limited English Proficient

Number of languages represented: 3  
 Specify languages: Spanish, Chinese, and Gujarati

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 140

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 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: 12 %  
48 Total Number of Students Served

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>18</u>	<u>    </u>
Special resource teachers/specialists	<u>6</u>	<u>8</u>
Paraprofessionals	<u>1</u>	<u>15</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<b><u>29</u></b>	<b><u>25</u></b>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	95%
Daily teacher attendance	97%	98%	98%
Teacher turnover rate	0.5%	0%	1%

## **PART III - SUMMARY**

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Holston View Elementary School, a five-pod complex located on a 34-acre site on King College Road, opened in 1972. It encompasses 55,904 square feet. The school is composed of Grades Pre-K through Sixth. The present student enrollment is 377. The length of our school year is 200 days, and the length of the day is 420 minutes.

All teachers are teaching in their area of certification. Advanced degrees are held by 68 percent of our teaching staff. We have seven teachers with over thirty years of experience; six teachers with over twenty years of experience; six teachers with over ten years of experience; and eight teachers with fewer than ten years of experience. Holston View is fully accredited by the State of Tennessee and the Southern Association of Schools and Colleges.

Curriculum alignment has been completed in all subject areas. Family Life is also part of the curriculum. There are many unique programs at Holston View. System-wide Comprehensive Development Classes are housed at Holston View. We also have a system-wide Behavior Specialist and English as a Second Language Teacher. Band is offered for Sixth Grade students. Pre-school is offered for selected Holston View students. Students from King College and Tennessee High School provide peer tutoring. East Tennessee State University, King College, and Virginia Intermont College place student teachers at Holston View.

At Holston View, we provide students with a variety of resources to help them succeed. The technology available to students continues to improve with additional computers being added to the computer lab and a Smart Board for large group presentations. Computers have Internet access and are networked to have software for remediation and enrichment. Science and Mathematics laser disc programs are used for instruction. Teachers have access to a video camera, digital camera, and scanner.

Patrons contribute greatly through activities coordinated by the Parent-Teacher Association. There is a program in place where parents or community members read to the students. We have school-business partnerships with Coca-Cola, Twin City Federal Bank, and Keen Pro. PTA membership has been 100 percent for the last three years. Holston View's PTA supports the school with projects such as landscaping, stocking a student clothes closet, and providing snacks for needy children. Teachers greatly appreciate parent help in staffing centers, planning holiday parties and field trips, and donating items and managing star shopping, which is a classroom reward system. Parents operate an annual Book Fair and fundraisers to raise money for the purchase of computers, sports equipment, and other learning programs. "Apples for the Students", a Food City sponsored program, and the Pillsbury Box-top program are managed through the PTA. The PTA publishes a school yearbook.

Numbering of interior and exterior doors has been completed for safety reasons, with emergency phones placed in classrooms. The front door has been protected by a doorbell system with all exterior doors locked. One fire drill is held monthly. The Sullivan County Health Department inspects the kitchen and provides documentation. Playgrounds are inspected monthly. The building has been approved and meets standards for special education students. The staff has had Crisis Management and Violent Intruder in-service training. There have been no drugs, alcohol, or tobacco arrests at Holston View. Security cameras cover the interior and exterior of the building.

The mission of Holston View Elementary School is to provide, through a combined effort of staff, parents, and members of our community, a learning environment that ensures experiences that promote the intellectual, social, emotional, and physical development of each individual child.

Holston View's vision is for our students to realize the value of being lifelong learners as they develop social and cooperative skills that are essential for success in our fast-changing world.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** Students in Grades One through Six are administered the Tennessee Comprehensive Assessment Program (TCAP) each Spring. The achievement test is a timed, multiple-choice assessment that measures skills in Reading, Language Arts, Mathematics, Science and Social Studies. Grade Five students are given a Writing Assessment each February. Test results are reported to parents, teachers, and administrators. Information on the state assessment system can be found at <http://www.state.tn.us/education>.

Grades One and Two student assessment scores are norm-referenced tests, which show how well students do in comparison to a national group of students who took the same test items.

Grades Three through Six student assessment scores are criterion-referenced tests that are required by the federal No Child Left Behind (NCLB) legislation. Criterion-referenced student scores measure how well a student has learned Tennessee’s state curriculum rather than how the student compares with a national group. The scores are also used to identify student areas of need or strength.

The Tennessee Department of Education produces an individual school report card for the public to access each year online at <http://www.state.tn.us/education>. Schools must meet required federal benchmarks. Holston View received all A’s on the 2006 report card which places the school in the exemplary category. The letter grades are based on Criterion-Referenced Academic Achievement. The grades are in Mathematics, Reading/Language Arts, Social Studies, and Science. Grade Five Writing Assessment scores are 4.4 out of 6.0, which is an “A” on the state report card.

Subgroup scores for Economically Disadvantaged students are as follows:

Grade 3	Reading/Language Arts	90%	advanced and proficient
Grade 3	Mathematics	73%	advanced and proficient
Grade 4	Reading/Language Arts	67%	advanced and proficient
Grade 4	Mathematics	75%	advanced and proficient
Grade 5	Reading/Language Arts	87%	advanced and proficient
Grade 5	Mathematics	80%	advanced and proficient
Grade 6	Reading/Language Arts	100%	advanced and proficient
Grade 6	Mathematics	100%	advanced and proficient

Grades Two through Six students are assessed in August, December, and February of each school year using the Predictive Assessment Series (PAS). The assessment is matched with the State of Tennessee TCAP Test. The results assist teachers in revising instruction, enhancing learning, and preparing students for the state testing program.

**2. Using Assessment Results:** As a part of the improvement process, ongoing assessment is vital. Using data gathered and reported by the Tennessee Comprehensive Assessment Program (TCAP) and the Predictive Assessment System (PAS), the staff determines which areas will be emphasized for improvement. Goals are established and written in a School Improvement Plan. Based on assessment results, we selected Reading Vocabulary and Mathematics Problem Solving and Reasoning as our focus. Goals have been set for desired growth and gain, and strategies for improvement have been developed and implemented. Timelines for periodic and annual review, evaluations, and reassessment have been set. Additional assessment includes chapter tests, individual assessments using adopted texts, daily class work, and interim reports. Student progress is monitored daily by the staff. Remediation and enrichment activities are provided as needed. After formal evaluation each spring, it is determined if specific goals

have been met, if new strategies need to be implemented, and if the bar needs to be raised.

**3. Communicating Assessment Results:** Grades One and Two parents receive a TCAP Achievement Home Report that uses shaded bars to represent a student National Percentile score in each of the content areas measured on the TCAP Achievement Test. The National Percentile score is the percentage of students in the national group that a student scored higher than on the test items. A student's score determines the height of each bar. The higher the bar, the better the student scored on that content area. The right side of the Home Report indicates whether scores are considered to be below average, average, or above average.

Grades Three through Six parents receive a Criterion-referenced Individual Profile Report. The report shows the student's performance on test items that measured the knowledge and skills in the Tennessee Curriculum. The report lists a student's scale score and overall proficiency for a particular content area and identifies where the student is proficient and/or needs improvement. The report gives a graphic representation of a student's performance in each reporting category. Below proficient, proficient, and advanced are indicated by a bar. (An estimate of the number of items a student would be expected to answer correctly if there had been 100 similar items on the test.) The minimum for proficient and advanced is listed.

Holston View employs a number of strategies to keep stakeholders informed of student performance. On a weekly basis, teachers use the Holston View website as well as individual teacher websites to communicate student achievement. They also correspond by use of weekly newsletters, take-home folders, e-mail, and phone calls. Interim reports and report cards are other communication tools employed to keep students and parents informed of students' academic performances.

**4. Sharing Success:** Student progress, growth, and improvement are communicated to staff, students, parents, and community. We utilize school newsletters, the Holston View website, media, PTA meetings, student recognition assemblies, and our annual formal recognition and awards assembly. Students are recognized for academic and personal improvement success. Our PTA shares our success with special student projects, staff recognition on Teacher Day and American Education Week, and by sponsoring fundraisers to improve technology. The school system web page publicizes our school academic success and special activities. Reports to the School Board are made at monthly meetings. PTA scheduled a parent reception to celebrate our school's selection as a Blue Ribbon School by Tennessee Education Commissioner Lana Seivers. We continue to look for positive information to share within our school, school district, and our community.

The faculty and staff at Holston View Elementary are committed to sharing the school's successes with teachers throughout the school district. Our doors are open to educators who are seeking ideas for practice in their educational settings. Teachers share new teaching ideas and classroom experiences. Classroom observation is one manner in which teachers share our school's best practices. Through collaboration with local colleges and universities, student teachers observe classes on a continuous basis throughout the school year. We also interact with colleagues in our work environment. Regular interaction with colleagues creates and maintains a support structure for our teachers. Faculty members participate as facilitators during summer staff development workshops.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** Curriculum and instruction are the priority at Holston View Elementary. Every instructional lesson is aligned with stated and essential goals. Through differentiated instruction we are consistently providing curricular instruction as a means to meet the needs of every student.

The Reading/Language Arts curriculum includes the content standards, learning expectations, and accomplishments necessary for students to develop the language skills necessary to succeed in school. The foundation includes the three content standards: writing, reading, and language. The three standards are taught in an integrated manner, not in isolation. Students are exposed to elements of effective speaking, critical listening, and viewing. Reading/Language Arts skills are the supporting skills for all other content areas.

The foundation of the Mathematics curriculum includes the five content standards: number and operations, algebra, geometry, measurement, and data analysis and probability. The five content standards are taught in an integrated manner, not in isolation. Within the content standards are problem solving, reasoning and proof, communication, connections, and representation. The intent is to communicate a vision of mathematical literacy, which goes beyond traditional mathematics skills.

The foundation of the Social Studies curriculum standards includes communication, data analysis, historical awareness, and acquiring information. Students are exposed to culture, economics, geography, government and civics, history, individuals, groups, and interactions. Social Studies is taught across the curriculum in an integrated manner.

The foundation of the Science curriculum includes knowing about and understanding the natural world, using scientific processes in making personal decisions, engaging in matters of scientific and technological concern, and becoming a scientifically literate person in their careers. Science is taught in an integrated manner across the curriculum.

The foundation of the Computer Technology curriculum includes exhibiting responsible behavior when using technology, acquiring knowledge in the use of technological resources, processes, and software, accessing and organizing information, and enhancing a broad range of communication skills. Students have scheduled computer lab classes in which they utilize the Scholastic Reading Counts program, sites provided by adopted textbook companies, the Internet, and other educational links. Teachers incorporate technology across the curriculum.

Specialists in each area offer Music, Art, Library, and Physical Education curriculum. Regular classroom teachers follow up by teaching the areas across the curriculum.

General Music and Art are taught in a yearlong course for Pre-K through Grade Six. Students receive exposure to exploratory opportunities to develop an interest in the arts and to develop their creative abilities. Students also perform for students and parents at PTA meetings and special events. Instrumental Music is offered to interested Grade Six students.

Physical Education teaches students to display competency in movement concepts and principles, personal and social responsibility, fitness, and understanding physical activity. The students will understand that physical activity produces enjoyment, challenge, self-expression, and social interaction.

Library/Media teaches students a love of books and reading. Skills are taught in use of the library, electronic card catalog, Scholastic Reading Counts, and an appreciation for all literature. The

Library/Media Center is the hub of learning at Holston View Elementary.

**2. Reading/Language Arts:** The Reading/Language Arts curriculum standards include the content standards, learning expectations and accomplishments necessary to ensure that students develop language skills needed to succeed in school, in the workplace, and in their daily lives. The foundation of the curriculum standards includes the three content standards: writing, reading, and elements of language. The three standards are taught in an integrated manner, not in isolation. Pre-K through Grade Three students use the adopted SRA Open Court Reading series. Comprehension strategies and writing are emphasized from the very beginning of Pre-K. At levels Kindergarten and First Grade, decoding skills are developed and combined with pre-decodable and decodable books and authentic literacy experiences. Once decoding skills are in place, emphasis gradually shifts to developing reading fluency and comprehension. Grades Two and Three emphasize reading to learn, write, and develop high order thinking skills. Grades Four through Six students use the adopted McGraw-Hill reading series. The series engages students in a wealth of high quality literature.

Explicit instruction and ample practice ensure students' growth in reading proficiency. Grammar, writing, and spelling are integrated for a total language arts approach.

**3. Additional Curriculum Area – Mathematics:** The foundation of the curriculum includes five content standards: number and operations, algebra, geometry, measurement, and data analysis and probability. The five content standards are taught in an integrated manner, not in isolation. Included with the content standards are problem solving, reasoning and proof, communication, connections, and representation.

Pre-K through Grade Five uses the adopted Harcourt Math program. The program provides thorough coverage of state and national standards and provides the flexibility to customize the program for local courses of study. The program is designed to help build conceptual understanding, skill proficiency, problem solving, and logical reasoning while carefully developing concepts within and across the mathematics strands.

Grade Six uses the adopted McDougal Littell Middle School Math program. The program provides students with essential math concepts with integrated print and technology support that provides a vital link to real-life problem solving. Special emphasis is given to the development of note taking and vocabulary skills along with Brain Games to challenge thinking skills.

**4. Instructional Methods:** Research-based strategies currently utilized include: Six Traits Writing, Compass Learning software, Thinking Maps, Scholastic Reading Counts, PAS test, and cooperative groups.

Technology components are utilized with the adopted Reading, Math, Science, and Social Studies series. Students have scheduled times in our twenty-five-station computer lab, which also has a projector and Smart Board. Our building is networked, and our students have access to many educational sites on the Internet.

Extended contracts allow for individual teacher tutoring after school hours at each grade level. Educational assistants and high school peer tutors are available to work with students for remediation and enrichment.

A needs assessment is developed for each student using PAS and TCAP Achievement Tests. Students receive instruction and remediation in areas of diagnosed weakness. Teachers establish a plan for each student to foster skill improvement.

At Holston View, teachers employ a number of instructional methods to improve and maintain an environment for student learning. Low-level cognitive questions evaluate student preparation and comprehension through reviewed summarization techniques. High-level cognitive questions encourage critical thinking, problem solving, and stimulate students to assume greater responsibility for seeking information on their own. Teachers incorporate multiple hands-on learning activities and use various manipulatives in their lessons.

**5. Professional Development:** Teachers have a variety of opportunities available during the summer months. The school system publishes a list of in-service opportunities in May of each year. All professional staff are required to complete eighteen hours of staff development each school year.

Teachers are allowed professional leave time during the school year to attend state and national conferences. In-service is provided for Reading, Math, Science, Social Studies, Writing, and Technology at the local system level. Grade level meetings are scheduled on a regular basis during the school year. Teachers are encouraged to collaborate with their colleagues to share teaching methods and techniques.

Staff Development days are scheduled in the school calendar to be conducted at the building level. Principals are responsible for scheduling the days. We schedule staff development activities based upon our School Improvement Plan.

The Staff Development team reviews the latest findings in educational research and future trends related to defining expectations for student learning. Survey and achievement data are compared to state and local standards in order to analyze teacher needs for training and initiate the annual redesign of our School Improvement Plan. This redesign provides a clear indication of our priorities for improvement. Staff development workshops are attended to provide teachers instructional strategies to promote students' achievement of our targeted goal

# PART VI - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject Reading/Language Arts Grade 3 Test TCAP Achievement

Edition/Publication Year 06 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004
Testing month April			
<b>SCHOOL SCORES*</b>			
% Advanced	67	75	57
% Proficient	31	25	41
% Below Proficient	3	0	2
Number of students tested	39	40	49
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<u>Economically disadvantaged</u>			
% Advanced	45	62	64
% Proficient	45	38	36
% Below Proficient	10	0	0
Number of students tested	11	13	12

## STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 3 Test TCAP Achievement

Edition/Publication Year 06 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004
Testing month April			
<b>SCHOOL SCORES*</b>			
% Advanced	77	83	67
% Proficient	15	17	27
% Below Proficient	8	0	6
Number of students tested	39	40	49
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<u>Economically disadvantaged</u>			
% Advanced	45	77	70
% Proficient	27	15	23
% Below Proficient	27	8	7
Number of students tested	11	13	12

**STATE CRITERION-REFERENCED TESTS**

Subject Reading/Language Arts Grade 4 Test TCAP Achievement

Edition/Publication Year 06 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004
Testing month April			
<b>SCHOOL SCORES*</b>			
% Advanced	59	62	47
% Proficient	29	29	47
% Below Proficient	12	5	5
Number of students tested	49	45	38
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<u>Economically disadvantaged</u>			
% Advanced	33	30	35
% Proficient	33	40	45
% Below Proficient	33	30	20
Number of students tested	12	10	11

**STATE CRITERION-REFERENCED TESTS**

Subject Mathematics Grade 4 Test TCAP Achievement

Edition/Publication Year 06 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004
Testing month April			
<b>SCHOOL SCORES*</b>			
% Advanced	53	66	39
% Proficient	35	29	47
% Below Proficient	12	5	13
Number of students tested	49	45	38
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<u>Economically disadvantaged</u>			
% Advanced	17	40	35
% Proficient	58	20	30
% Below Proficient	25	40	35
Number of students tested	12	10	11

**STATE CRITERION-REFERENCED TESTS**

Subject Reading/Language Arts Grade 5 Test TCAP Achievement

Edition/Publication Year 06 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004
Testing month April			
<b>SCHOOL SCORES*</b>			
% Advanced	62	49	50
% Proficient	33	49	39
% Below Proficient	5	2	11
Number of students tested	55	39	36
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<u>Economically disadvantaged</u>			
% Advanced	27	6	15
% Proficient	60	88	78
% Below Proficient	13	6	7
Number of students tested	15	16	15

**STATE CRITERION-REFERENCED TESTS**

Subject Mathematics Grade 5 Test TCAP Achievement

Edition/Publication Year 06 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004
Testing month April			
<b>SCHOOL SCORES*</b>			
% Advanced	69	74	75
% Proficient	20	24	17
% Below Proficient	11	2	8
Number of students tested	55	39	36
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<u>Economically disadvantaged</u>			
% Advanced	47	50	45
% Proficient	33	38	45
% Below Proficient	20	13	10
Number of students tested	15	16	15

**STATE CRITERION-REFERENCED TESTS**

Subject Reading/Language Arts Grade 6 Test TCAP Achievement

Edition/Publication Year 06 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004
Testing month April			
<b>SCHOOL SCORES*</b>			
% Advanced	87	58	51
% Proficient	13	40	39
% Below Proficient	0	2	11
Number of students tested	39	40	57
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<u>Economically disadvantaged</u>			
% Advanced	69	19	20
% Proficient	31	63	65
% Below Proficient	0	19	15
Number of students tested	13	16	15

**STATE CRITERION-REFERENCED TESTS**

Subject Mathematics Grade 6 Test TCAP Achievement

Edition/Publication Year 06 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004
Testing month April			
<b>SCHOOL SCORES*</b>			
% Advanced	82	63	66
% Proficient	18	34	29
% Below Proficient	0	3	5
Number of students tested	39	40	57
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
<u>Economically disadvantaged</u>			
% Advanced	62	31	35
% Proficient	38	44	45
% Below Proficient	0	25	20
Number of students tested	13	16	15