

***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 Mrs. LaTasha Phillips  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 65 State Route 22A, South  
(If address is P.O. Box, also include street address.)

Jacks Creek Tennessee 38347-0168  
City State Zip Code+4 (9 digits total)

County Chester State School Code Number\* 120-0025

Telephone ( 731 ) 989-8155 Fax ( 731 ) 989-8156

Web site/URL www.chestercountyschools.org/jacks creek E-mail phillipsl2@k12tn.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\* Mr. John Pipkin  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chester County Schools Tel.(731) 989-5134

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. Dwain Seaton  
(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**

**[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 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       3   Elementary schools  
   1   Middle schools  
   1   Junior high schools  
   1   High schools  
   \_\_\_\_\_ Other
- 6   TOTAL
2. District Per Pupil Expenditure:      \$5893.00
- Average State Per Pupil Expenditure:  \$7569.00

**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. 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			
K	25	15	40	8			
1	13	21	34	9			
2	16	8	24	10			
3	11	9	20	11			
4				12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>118</b>



10. Students receiving special education services:  $\frac{9}{11}$  %  
11 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>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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>    </u>
Classroom teachers	<u>7</u>	<u>    </u>
Special resource teachers/specialists	<u>    </u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>    </u>
Support staff	<u>5</u>	<u>    </u>
Total number	<u>14</u>	<u>5</u>

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 17:1

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	2002-2003	2001-2002
Daily student attendance	96%	95%	95%	95%	97%
Daily teacher attendance	94%	96%	96%	95%	97%
Teacher turnover rate	0 %	14%	0%	0 %	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III – SUMMARY**

Jacks Creek Elementary is located in a rural farming area and is the oldest school site in Chester County that is still an active educational facility. Records dating into the mid-1800s indicate that Jacks Creek had a school for local residents. The present school was built in 1957. This was the first consolidated school built in Chester County. Additions and remodeling to the present building were completed in August 2003.

Jacks Creek Elementary is a K-3 school-wide Title I school. There are currently 8 classrooms in use. During the 2005-2006 school year, there were only 7 classes, two classes each for kindergarten through second grades and one third grade. The second third grade was added for the 2006-2007 school year. The school also has a computer lab, library, and extra classroom space that is used for guidance and music classes.

Community members are an active part of our school. We currently have two partners in education. Winford Ray of Industrial Paint Cleaning and Danny Swafford with M.K.D. Corporation serve in this capacity. These partners in education help financially with projects and well as to sponsor events such as Field Day. The area churches also help by providing supplies to students and host receptions for teachers. This community involvement became an important part in the development of the beliefs of our school. Our beliefs include:

- Parents and community will play a vital role in children's learning.
- All children can reach their highest level of intellectual and social development through a variety of methods.
- Every student will have a moment of success on a daily basis.
- Instruction and learning will take place during the majority of the day.
- All assessments will be fair and varied.
- Rules will guide students to get along and to make good decisions.
- All members of the school community will be treated with respect and be clearly informed of school policies and procedures.

If everyone is treated with dignity and respect, our mission can be accomplished. The mission of our school is for all students to be able to read, write, and perform mathematics and for all students to become proficient and advanced in these subjects. Our ideal future or vision for our school is to provide a learning environment in which all students can reach their academic potential in order to become productive, contributing members of society.

Our school's motto is "Jacks Creek Elementary- Where Students Shine." It is our sincere desire to make every effort to give every child a chance to shine. A small school setting lends itself well to this motto. At Jacks Creek Elementary, no teacher takes the responsibility for her classroom only. Every teacher looks for opportunities to interact with as many students as possible. Every teacher and staff member knows most students by name regardless of whose class the student is in. Students, in return, know what to expect and are held accountable no matter where they are in the building. Parents are invited often to the school and are well informed of procedures and requirements. Many volunteers are at the school several times a week to be of help to teachers and students. These volunteers help teachers with making copies and with art projects. This sense of community and belonging to a larger group is a catalyst for learning. Students feel safe and loved and therefore perform well on a daily basis as well as on state tests. With the cooperation of parents, community members, faculty, and staff, students indeed "shine" at Jacks Creek Elementary.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Tennessee Department of Education issues a state report card following TCAP testing for each school year. The website [www.k-12.state.tn.us/rptcrd06/](http://www.k-12.state.tn.us/rptcrd06/) can be used to locate the information. All classes participated in the state tests in 2006, although it is voluntary for kindergarten through second grade. The state report card reflects scores from the third grade tests only. According to the report card, our school received a score of 71 (A) for the criterion referenced academic achievement in Math. This score is above the 55(B) score for the state. We received a 61(A) in Reading in comparison to the state's score of 53(B).

The State Report Card shows that 100% of our third graders participated in the TCAP test. In Math 100% of our students scored in the advanced or proficient categories. 79% of our students scored in the advanced category compared to the state average of 41%. This left 21% scoring at proficient level, compared to 48% state average. The state average for the combined advanced and proficient categories was 89%. The three-year average in Math for Jacks Creek Elementary is 99% of third graders in the proficient and advanced categories compared to the state average of 87%. 100% of students in the economically disadvantaged subgroup scored in the proficient and advanced category, with 60% of those scoring in advanced. 100% of the male subgroup scored proficient and advanced with 82% scoring advanced. In the female subgroup 100% scored proficient or advanced with 80% scoring advanced. In the white subgroup 100% of students scored proficient and advanced with 61% scoring advanced. There were fewer than 10 students in all of the other subgroups including black and there were no ELL students.

For Reading, the scores indicate a three year average for proficient and advanced of > 95%. In 2006 100% of our third graders were tested. 42% scored proficient and 58% scored advanced totaling 100% in those two categories. The state scores were 53% proficient and 35% advanced. Again the report card records Jacks Creek's results as >95% in the proficient and advanced subgroups. For the economically disadvantaged subgroup 100% scored at the proficient or advanced level with 60% in the advanced. 100% of students in the white subgroup scored proficient or advanced with 61% scoring advanced. In the male subgroup 100% scored at the proficient or advanced levels with 64% scoring advanced. Finally, in the female subgroup 100% scored at the proficient or advanced levels with 50% in advanced. There were fewer than 10 students in all of the other subgroups including black students and no ELL students.

Teachers and staff at Jacks Creek Elementary analyze all test data to determine the strengths and weaknesses of all students. A wealth of data, both formative and summative, is available. Students in grade three take the summative Tennessee Comprehensive Assessment Program (TCAP) Achievement Test each spring. The Achievement Test is a timed, multiple-choice assessment that measures skills in Reading, Language Arts, Mathematics, Science and Social Studies. Student results are reported to parents, teachers and administrators. The test for grade three is a criterion-referenced test (CRT). We also administer the TCAP Achievement test (TerraNova) to grades K-2. The K-2 test is a norm-referenced test (NRT). The K-2 test is not required by the state.

Formative tests are given to provide information on student achievement throughout the year. This information is used to identify students who are in need of remediation or acceleration on specific objectives. Teachers can differentiate according to the needs of each student. We rely on three formative tests. The *Brigance* is given to Kindergarten students twice during the year to test basic skills. The *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* is given to students in grades one through three. *DIBELS* is a set of standardized, individually administered measures of early literacy development. It is designed to be a short (one minute) fluency measure used to regularly monitor the development of pre-reading and early reading skills. *CompassLearning* is an innovative, research-based educational technology program designed to improve the academic achievement and performance of all students.

*CompassLearning* delivers scientifically-based and validated assessment and curriculum solutions that incorporate the latest research, current instructional pedagogy, and best practices. It is a school-wide program. The *CompassLearning* assessment component serves as an excellent indicator of student success.

## **2. Using Assessment Results:**

Jacks Creek Elementary utilizes all of these varied methods of assessment in order to determine school-wide academic performance, strengths, weaknesses and future goals. Members of faculty and administration collect and analyze the data provided by the state of Tennessee. In addition to school-wide data analysis, each teacher is responsible for looking at the class data to determine strengths and weaknesses of individual students. The teachers are also responsible for creating lessons and activities to strengthen students as well as to test students on an on-going basis to ensure success.

The *DIBELS* test allows teachers and faculty to continually intervene and to create strategies to maximize learning growth for students who score below benchmark levels. The fluency scores are used to determine if students are “at risk” or at “some risk.” These students are given extra one-on-one time with the teacher assistant on a daily basis. Mid-year testing provides information used to adjust schedules and provide time to meet specific students’ needs. Scheduling of school-wide paraprofessional is altered to address students and their shortcomings in meeting Content Standards (SPI’s).

Brigance testing with kindergarten students is used to ability group students for instruction. It gives teachers an overall look at students as well as individual scores.

*CompassLearning* involves a beginning and ending test. *Compass* itself involves all students- kindergarten through third grade. The computer-based program customizes instruction and assignments based on CRT skills in which students are not proficient and on weaknesses assessed in other tests such as *Brigance*.

A combination of TCAP, *DIBELS*, Brigance, and past grades are tools that are used by the principal to make class assignments for each school year. This allows each teacher to be aware of special needs and be able to make modifications as necessary. Testing is used as a springboard to help each student strengthen weaknesses and challenge strengths so that he or she can “shine”.

## **3. Communicating Assessment Results:**

The entire staff and Parent Advisory Committee meet to review the Tennessee State Report Card. Data comparisons are also made during grade level meetings, Parent-Involvement meetings, and PTO meetings. Teachers communicate the state objectives at the beginning of each school year at Parent Involvement meetings. Parents are also made aware of school successes with state testing during our annual TCAP celebration night. Fourth graders at Chester County Middle School who took part in the TCAP the year prior are invited to join present students in our celebration. Test scores are made available to parents, community members, and stakeholders, through the mentioned school functions, as well as through newspaper and via Internet.

TCAP scores are also communicated across the county from the Director of Schools. E-mails are sent to all teachers to report TCAP results. Test scores and successes are also posted in the hallways. Parents receive individualized reports for their children summarizing strengths and weaknesses.

*DIBELS* test results as well as Brigance tests are shared only with the classroom teacher because it is a diagnostic tool. The pre-tests and post-tests for *Compass* are given to parents along with report cards. The post-test indicates the growth of students within their grade levels.

Parents receive report cards every six weeks to monitor student progress. Parents are also invited at the beginning of the second six weeks period to be a part of parent-teacher conferences. This planned meeting allows parents and teachers to voice concerns and to celebrate successes. If parents are unable to come during this scheduled event, every effort is made to contact the parent.

#### **4. Sharing Success:**

Teachers at Jacks Creek Elementary participate in grade level meetings with other teachers across the county. There are one to two staff development days devoted to sharing within the grade levels. Teachers meet to analyze test scores across the county and to determine each school's strengths and weaknesses. Teachers from Jacks Creek Elementary make use of this time with teachers from other schools to share methods and strategies that help students to master certain skills.

Freed-Hardeman University is located in our school district. There is a close working relationship between our school and the university's education department. This provides the opportunity for Jacks Creek's teachers to participate in the training program for future teachers. Teachers pass on a love for teaching and successful methods of teaching to students. Teachers often agree to have practicum students spend time in their classrooms. The observation of teachers using a variety of strategies lets prospective teachers view diversified methods to accommodate learning styles. There are also student teachers in classrooms throughout the school year. It is our goal to make these experiences meaningful to college students. These future teachers can experience success in our classrooms in order to implement sound ideas and practices when they have their own classrooms.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Jacks Creek Elementary follows the Tennessee Curriculum Standards. The curriculum was adopted by the State Board of Education and can be found in its entirety on the web at [www.tennessee.gov/education](http://www.tennessee.gov/education). All teachers have a copy of the *A Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum*, a desktop companion document to the Tennessee Curriculum Standards.

Key features of the *Blueprint*:

- Identification of content standards for each grade and content area.
- Identification of skills for each grade and content that are labeled as introduced, developed, or mastered.
- Identification of skills that correlate with the criterion-referenced test (CRT).
- The Blueprint is used by teachers as the basis for content analysis, curriculum alignment, and benchmark pacing.

The Chester County School System provides time and resources for horizontal curriculum alignment by grade level. Jacks Creek teachers refine the horizontal alignment further with joint planning in each grade to make it fit their unique needs. The Jacks Creek teachers go a step further by meeting and planning school-wide to align the curriculum vertically as well. The mapping and meshing of grade level content throughout the school provides all teachers with the knowledge of what is taking place at each grade level. This knowledge eliminates a lot of curriculum redundancy and provides greater opportunity for student learning to accelerate to a higher level.

Through training and staff development, it has become apparent that the key to our school's success is to focus first on instruction. Instruction is the most indispensable component of curriculum implementation. We believe one of the best ways to do that is to begin planning instruction with struggling students in mind. Our teachers plan and execute a variety of instructional strategies to promote learning and retention of all students. The methods we use are research-based and have proved to be successful over time. Teachers and staff document instructional strategies that work well with students; they then share the successful ones with each other. The focus on instruction plus the unselfish sharing of strategies has been paramount to student success with curriculum content at Jacks Creek Elementary.

Curriculum standards are also reinforced outside of the regular classroom. Students go to library class once per week. In this class they develop a love for reading and are introduced to age-appropriate skills. Students attend guidance classes for thirty minutes every other week. These classes promote positive image and self-esteem. Students participate in physical education classes for thirty minutes every day. Music classes are also attended for thirty minutes each week. Physical education and music teachers participate in school-wide curriculum planning and implementation. They are familiar with the curriculum standards. Through collaboration with the classroom teacher, the physical education and music teachers are able to find ways to integrate academic content into lesson planning. All students attend computer classes for one and one-half hours per week. These classes use the *Compass Learning* program. The computer instructor uses lesson plans from teachers to determine the skills that students will work on while in the lab. This program allows students to have an individualized prescription to ensure success and to eliminate learning gaps. Students also use the *Accelerated Reader* program while in the computer lab. This program supplements the curriculum by allowing students to earn points for reading. Teachers make use of the trade books that supplement the reading curriculum; they enhance vocabulary and reinforce skill development. These books are also part of the *Accelerated Reader* program. The supplemental classes help students to develop academically, emotionally, and physically. It is important for students to grow in all areas in order to be successful in life, not just in the classroom.

## **2a. (Elementary Schools) Reading:**

All of Chester County's schools have adopted the Macmillan-McGraw Hill reading series as the core-reading program. This series is made available to first through third grades. This series introduces a new theme every six weeks period. There are many genres in this series. There are a variety of fiction selections to introduce fables, myths, poetry, and other forms of writing. Each unit also includes non-fiction selections including a *Time for Kids* article. This series was chosen because it allows for many avenues of leveled practice for skills. There are also leveled trade books for each story. These stories are incorporated in many ways: whole group, independent reading, and for enrichment. These trade books use vocabulary in a new way so that children are exposed over and over again. These trade books as well as the weekly stories are tested on *Accelerated Reader* therefore motivating students to read. This reading series also provides for many writing opportunities. There is a writing prompt and a writing skill addressed with each story. Grammar and spelling are also incorporated into each unit. The spelling lists each week include vocabulary from the week's selection. Teachers at Jack's Creek supplement the adopted text with other resources and materials. *Reading A-Z* is one of the supplemental programs used. The program has thousands of printable teacher materials to teach guided reading, phonemic awareness, reading comprehension, reading fluency, alphabet, and vocabulary. Other teaching resources include downloadable-leveled books, lesson plans, worksheets, and reading assessments. *Saxon Phonics and Spelling* is a supplemental phonics program used in conjunction with the core-reading program. It is used in kindergarten and first grade and focuses on phonemic awareness, phonics, spelling, alphabetizing, handwriting, and fluency.

## **3. Mathematics:**

Jacks Creek Elementary currently uses the Scott Foresman Mathematics series. This series incorporates literature and many methods of learning. It aligns with the Tennessee Curriculum Standards. This series also provides many different methods for teaching the skills. Each teacher has access to manipulatives in order to give students hands-on practice for skills. Every teacher has *eTools* software that incorporates electronic math manipulatives. The digital learning software has engaging movies and programs that allow for student interaction on an individual basis. Teachers make use of the "Problem of the Day" in an effort to increase critical thinking skills. The "Problem of the Day" is presented in a way that adds rigor and relevance to math problem solving. Students use TCAP Practice/Spiral Review worksheets on a weekly basis in order to build new skills and to review skills that have been taught. Math skills are also reinforced in the computer lab. The *Compass Learning* System allows students to revisit skills that he/she is struggling with. It also presents students with higher-level skills to enhance learning as they move to the next level of learning.

It is important for students to utilize math on a daily basis in order to appreciate its importance. It is our goal to help students become proficient in math skills so that they can experience success in school and in life. We also desire to make learning fun by providing incentives and awards for success. Teachers use music, games, and movement to teach the facts. We celebrate our successes in various ways.

## **4. Instructional Methods:**

Instructional methods vary class by class. However, every teacher has been provided with high quality professional development to make the most of a teachable moment. It is a part of our school's culture to use brain-compatible strategies to teach. Teachers try to be certain that students don't stay in one place or position for too long. Teachers make use of reciprocal teaching, group activities, drawing, art, music, role-play, and visuals as well as other strategies to engage students in learning.

Every teacher has at least one computer in her classroom. Every teacher in the system is trained to use the technology. Technology use is a part of the local teacher evaluation; this holds teachers accountable for

using it. One popular use of technology is *United Streaming*. This tool allows teachers to take students on virtual field trips as well as better explain many topics from any given subject. Our philosophy is that learning will indeed take place if students are engaged and are having fun.

Whole group instruction takes place on a daily basis at Jacks Creek, however there are many opportunities for small group instruction. During the one and one-half hour computer classes per week, only half of a class goes at one time. The other half of the class is with the classroom teacher. This block provides time for the teacher to work with smaller groups. Many teachers use this time to re-teach, do experiments, and other “hands-on” activities. One-on-one instruction is also available to struggling learners. Teacher assistants work with students that fall into an at-risk category with *DIBELS* or *Brigance* assessments. Teachers make every effort to connect to prior learning and to present material in such a way that students enjoy learning. Students are given every opportunity to “shine.”

## 5. Professional Development

Jacks Creek Elementary’s faculty completed an assessment of professional development activities. Priorities included enhancing success with low achieving students, classroom management strategies, and differentiated instruction. These needs have been addressed with these professional development activities.

- DIBELS training with school-wide assistant
- Training for use of math textbook and its tools and uses
- United Streaming- varied instruction
- Student Achievement- A Result of Good Classroom Management
- Learning Workshop
- A Framework for Understanding Poverty by Ruby K. Payne, Ph.D.
- Worksheets Don’t Grow Dendrites by Marcia L. Tate
- Boys in Crisis, Hear Their Cry by Dr. Paul Slocomb

Most professional development sessions are made available for the Chester County Schools as a whole. Our school system does an excellent job of providing outstanding speakers that give practical strategies to use in the classroom. Teachers are also given the opportunity to take part in other sessions. Kindergarten teachers attended a two-day workshop especially for them. Our technology coordinator was able to attend a three-day workshop for technology uses in the classroom. Every grade level is able to meet with other teachers in her grade level across the county as a part of professional development. This gives teachers an opportunity to share strategies that work and to ask for help when new ideas are needed. Teachers within our school are always looking for ways to keep learning and teaching exciting and are quick to share their ideas with others. This sense of community allows for an atmosphere of learning.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject Reading/ Language Arts Grade 3 Test TCAP  
 Publisher CTB McGraw Hill

Edition/Publication Year	Q/ 2006	P/ 2005	O/2004
	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient or Advanced	100	100	100
% Advanced	57	52	59
Number of students tested	21	21	41
Percent of total students tested	100	100	100
<b>SUBGROUP SCORES *</b>			
1. White			
% Proficient or Advanced	100	100	100
% Advanced	61	50	65
Number of students tested	18	18	37
2. Economically Disadvantaged			
% Proficient or Advanced	100	100	100
% Advanced	60	67	59
Number of students tested	10	9	22
3. Females			
% Proficient or Advanced	100	100	100
% Advanced	50	58	75
Number of students tested	10	12	20
4. Males			
% Proficient or Advanced	100	100	100
% Advanced	64	64	43
Number of students tested	11	9	21

**\* Please note that Jacks Creek Elementary does not have enough students in any other subgroups to report the data.**

**STATE CRITERION-REFERENCED TESTS**

Subject Math Grade 3 Test TCAP

Publisher CTB McGraw Hill

Edition/Publication Year	Q/2006	P/2005	O/2004
	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% Proficient or Advanced	100	100	98
% Advanced	81	71	68
Number of students tested	21	21	41
Percent of total students tested	100	100	100
<b>SUBGROUP SCORES *</b>			
1. White			
% Proficient or Advanced	100	100	100
% Advanced	89	70	70
Number of students tested	18	18	37
2. Economically Disadvantaged			
% Proficient or Advanced	100	100	95
% Advanced	60	67	73
Number of students tested	10	9	22
3. Females			
% Proficient or Advanced	100	100	100
% Advanced	80	67	80
Number of students tested	10	12	20
4. Males			
% Proficient or Advanced	100	100	95
% Advanced	82	78	57
Number of students tested	11	9	21

**\* Please note that Jacks Creek Elementary does not have enough students in any other subgroups to report the data.**

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Subject Reading Grade 2 Test TCAP  
 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

Edition/ Publication Year	c	c	c
	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	71	79	71
Number of students tested	27	20	20
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>			
1. _____(specify subgroup)			
Number of students tested			

Subject Language Arts Grade 2 Test TCAP  
 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

Edition/ Publication Year	c	c	c
	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	81	90	74
Number of students tested	27	20	20
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>			
1. _____(specify subgroup)			
Number of students tested			

**Scores for subgroups are not available by the state.**

Subject Math Grade 2 Test TCAP  
 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores \_\_\_\_ Percentiles \_\_\_\_

Edition/ Publication Year	c	c	c
	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	79	85	73
Number of students tested	27	20	20
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>			
1. _____ (specify subgroup)			
Number of students tested			

**Scores for subgroups are not available by the state.**