

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kari Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hillsboro Elementary-Middle School

(As it should appear in the official records)

School Mailing Address 5412 Pinewood Road

(If address is P.O. Box, also include street address.)

City Franklin State TN Zip Code+4 (9 digits total) 37064-6217

County Williamson County State School Code Number* 470453001808

Telephone 615-472-4560 Fax 615-472-4572

Web site/URL http://www.wcs.edu/hems E-mail karim@wcs.edu

Twitter Handle

www.twitter.com/wcshems Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Mike Looney E-mail: mike.looney@wcs.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamson County Tel. 615-472-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Patricia Anderson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

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

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 41 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	9	10	19
1	8	20	28
2	16	6	22
3	16	14	30
4	20	16	36
5	19	17	36
6	61	75	136
7	53	48	101
8	60	50	110
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	262	256	518

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 6 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1	498
(5) Total transferred students in row (3) divided by total students in row (4)	0.100
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 2 %
12 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Chinese, German, Italian, Russian, Spanish
8. Students eligible for free/reduced-priced meals: 25 %
 Total number students who qualify: 129

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

K-5th (elementary) is 40% free and reduced (67 of 171 students). 6th-8th middle school free and reduced percentages drop due to dilution from an incoming group of students from another elementary school. Overall K-8th percentage is 25%, but state Title One eligibility takes into account the higher 40% free and reduced in K-5th.

9. Students receiving special education services: 14 %
75 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.

6 Autism	0 Orthopedic Impairment
0 Deafness	17 Other Health Impaired
0 Deaf-Blindness	26 Specific Learning Disability
0 Emotional Disturbance	6 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
4 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	22
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Hillsboro Elementary Middle School is a K-8 public school that engages our diverse community through a pursuit of life-long learning. Located thirty minutes south of Nashville in the historic, picturesque town of Leiper's Fork, Tennessee, Hillsboro School educates children who reside in trailers and farmhouses, subdivisions and mansions. Many of our Hillsboro families have lived in this area for multiple generations, farming and raising livestock, while others are country music royalty. Our diversity is a challenge, as the socio-economic differences are extreme and evident, particularly in our K-5 population. In just our elementary school, our percentages of Free and Reduced lunch recipients have been 39.4%, 41.7%, and 40% for the past three years. These at-risk elementary students, almost all without any preschool experiences, sit beside some of Williamson County's wealthiest students.

Our diversity is more than just socio-economic. With 518 students in nine grade levels, along with an extremely broad range of academic, artistic, and athletic offerings, Hillsboro School is a place where you will find a phonics lesson in a Kindergarten classroom and high school credit Honors Algebra just down the hall. Our K-8 students ride the same busses, eat in the same cafeteria, and are taught by the same teachers. This is the heart of Hillsboro.

With top-notch educators, strong parent and community support, a school-wide passion for over-achievement, and a relentless drive for educational excellence, Hillsboro School is a rural, Title One, K-8 school that thrives not in spite of, but because of its uniqueness.

Hillsboro's mission is "to provide a multi-disciplinary approach to learning that incorporates the arts, academics, and athletics to promote life-long learning and to cultivate ability, intellect, and character, by empowering students to become productive and responsible citizens of the 21st century." We embrace this statement, incorporating a variety of strategies to fulfill our mission.

Academically, Hillsboro prides itself on meeting every child's intellectual needs through differentiation. Individual needs are assessed, and formative data guides our RTI² (Response to Instruction and Intervention) teaching. All K-8 teachers are departmentalized, allowing for content experts and shared ownership of all students within each grade level. A finely-honed master schedule, leveled classes, and bell-to-bell instruction, along with after-school tutoring and summer school, create a rigorous educational environment for all students.

It is through this hard work and dedication that Hillsboro was named a 2012-13 Tennessee Reward School for Academic Performance. Third through eighth grade Hillsboro students scored exceptionally well in all four tested subjects, earning our position in the top 5% of schools in the state. In addition, Hillsboro earned four trophies and one grand prize at the 2013 Williamson County Schools District Awards. Hillsboro Elementary earned Most TCAP Gain in Social Studies and Highest Gap Closure between Special Education and General Education students. Hillsboro Middle earned Most TCAP Gain in Math and Science, as well as TCAP Most Improved Overall.

The arts have long been celebrated as core curriculum at Hillsboro. Each student has access to a full range of related arts classes taught by experts in their fields. All elementary students participate weekly in theater, physical education, art, music, computer, and library classes. Middle school students choose from eight "Major" related arts classes that meet daily and are designed to teach authentic process to ensure successful product, cultivate appreciation, and foster self-worth. "Minor" classes are attended on a rotating schedule so that all students receive additional related arts and academic intervention time.

Hillsboro provides many extra-curricular and athletic opportunities. Given our rural location and diverse income levels, these opportunities are critical in our ability to deliver our mission. Hillsboro offers eleven athletic sports, all of which compete at the district level with other middle schools across the county. Our small size allows a larger percentage of our students to participate. Other offerings include walking club, elementary chorus, sketchbook club, dance team, student council, theatre, jazz band, art club, and homework

club. Our Positive Behavior Intervention Support program and a full time guidance counselor provide character education, and a focus on college and career-readiness guides students in their journey to high school, college, and beyond.

Life-long learning is more than a mission statement at Hillsboro; it's a reality. Most students enter our doors at five years old for their first day of kindergarten. Over the next nine years, our teachers and staff grow and develop these students from childhood through adolescence, ultimately promoting them to a successful future in high school, college, and career. Some will continue to farm their family's land in our beautiful community, while others will follow their dreams into country music, business or education. Regardless of their path, the relationships formed within this crossroads community will continue to enrich and impact their lives in ways more profound than we can imagine. This is the true success of Hillsboro.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Hillsboro Elementary Middle School administers the Tennessee Comprehensive Assessment Program (TCAP) each spring to meet state requirements of measuring academic achievement. The TCAP is a criterion-referenced test administered statewide to measure student skills and progress over time. The criterion-referenced items ensure that each student's score reflects mastery of content standards or state performance indicators, and the test uses a multiple choice format to measure knowledge and skill application in the areas of reading, math, science, and social studies. Students in grades 3rd-8th participate in this annual testing program, and student scaled scores are utilized to determine achievement levels in each academic area.

The four different achievement levels are Advanced, Proficient, Basic, and Below Basic. Students in the Advanced range demonstrate superior mastery of skills, while students in the Proficient range demonstrate mastery of skills commensurate with grade level expectations. According to state standards, students at Proficient or Advanced levels demonstrate the ability to progress to the next grade level's content. At the Basic level of achievement, students demonstrate partial knowledge of grade level content, while students at the Below Basic level do not demonstrate mastery of appropriate grade level skills. In accordance with state requirements, Hillsboro School works diligently to ensure that each of our students score Proficient to Advanced achievement levels on each section of the annual TCAP test.

It is important to note that Proficiency cut points changed in 2010 due to the implementation of new grade level standards statewide. The increase in the minimum score required for Proficiency caused a significant drop in the number of students who scored Proficient or Advanced on the TCAP test statewide and certainly at Hillsboro, as well. This marked drop is clear in our data tables, attached.

Given the Proficiency level change in 2010, it is practical to focus on trends of just these past three years. In Math, Hillsboro's proficiency levels have risen dramatically since 2010, with almost every grade gaining ten to twenty percentage points in proficiency. This is attributable to an increased focus on data-driven instruction, professional development for math teachers, bell-to-bell math instruction, and after-school math tutoring. In elementary school, excellent growth is evident in 3rd and 5th grades. The drop in math proficiency at the 4th grade level, due to a personnel situation and particular student troubles within the grade level, has been addressed by staffing changes, increased support for elementary math, and a focus on best practices for math instruction. School-wide, cohort achievement levels in math have increased with the exception of 4th grade math, and math proficiency scores for Economically Disadvantaged students likewise increased in every single grade except in 4th grade math. While there is still a gap of more than 10 percentage points between all students and Economically Disadvantaged students, last year's proficiency growth rate for Economically Disadvantaged students exceeded the proficiency growth rate for all students in math in each grade level except 4th. A 2013 quantifiable sub-group in Students with Disabilities shows a gap of more than 10% in most grade levels, but increased collaboration between Special Education and General Education staff, along with refocused instructional strategies for students with disabilities, are making a large impact this year. Gaps are closing, and will continue to close, due to increased math tutoring during the day and after school, a focus on best practices for math instruction, RTI² efforts in math, summer school, Title One instructional coach support, and professional development for math teachers.

In English Language Arts, proficiency levels have likewise increased considerably over the past three years. As with the rise in Math proficiency levels, ELA has grown by respectable percentage gains. Most notably, 3rd grade ELA proficiency levels have grown from 41.5% Proficient/Advanced in 2010/11 to 71.8% in 2012/13. This is due to an increased emphasis on research-based literacy instruction in K-3rd, daily reading intervention through ongoing RTI² efforts, and increased reading support through after-school tutoring and Title One support. In 2012/13, 4th and 5th grade struggled in ELA, but personnel changes and increased instructional support have ameliorated many of those challenges this year. Once again, it is notable that cohort achievement levels in ELA increased last year 3rd-8th with the exception of the cohort that was in 7th grade in 2012/13. The overall cohort growth is attributable to the emphasis on best practices for literacy

instruction, bell-to-bell rigor, RTI² efforts in ELA, and after school Reading tutoring. The slight dip in 7th grade has been addressed by a creative looping of at-risk 7th and 8th graders with a strategic ELA teacher for two years. While gaps of more than 10 percentage points exist between all students and Economically Disadvantaged students, as well as between all students and Students with Disabilities, many grade levels are making strong progress in gap closure. Students are carefully monitored in STAR Reading, and a full-time school psychologist, administration, and highly qualified ELA instructional staff monitors daily instruction and in-school intervention. An exceptional Special Education staff at the 3rd-5th grade level has resulted in sharp increases in these ELA scores, and after school intervention efforts have increased considerably and will result in sub-population gains this year. Overall, ELA gap closure is a primary focus at Hillsboro on a daily basis.

2. Using Assessment Results:

Hillsboro utilizes research-based practices to inform instruction and intervention. The RTI² framework facilitates this, allowing for a systematic approach for meeting the needs of all students. Multiple modalities of assessment are used to inform instruction in the three tiers of RTI²: (a) STAR Enterprise to screen and progress-monitor students; (b) AIMSweb to inform targeted interventions and monitor their progress; (c) Benchmark examinations for formative assessment; and (d) TCAP and Tennessee Value-Added Assessment System (TVAAS) scores for summative assessment and school improvement goal-setting.

School team stakeholders review results of benchmark screening and progress monitoring at monthly data team meetings for each grade level. Hillsboro's data teams include administrators, instructional coaches, school psychologist, all general education teachers in the grade level, and the student support services teacher. At data team meetings, STAR Reading and Math performance is analyzed in relation to TCAP proficiencies, and students who need additional or intensive interventions, as well as sub-group populations, are discussed. At each meeting, percentiles are analyzed to guide differentiation and small-group instruction to encourage academic growth. Data team meetings also analyze progress-monitoring data to compare trend lines and proficiency goal lines. If the data team determines that a student's rate of improvement is not adequate, an action plan is created to support needs. For example, a student's intervention times/frequency might be adjusted, a different interventionist might be used, or new instructional targets might be pinpointed. In addition, Tier One instructional decisions are made in the context of data team meetings, and instructional coaches at each grade level work collaboratively with teachers throughout the next month to plan and deliver lessons based on these team decisions.

Action plans are sent home to parents to ensure consistent communication between home and school. Parents are also reminded via phone call-outs to review student's online database (Parent Portal) for STAR and Benchmark results. Families without access to technology receive paper copies and may utilize school computers. Hillsboro offers parent meetings to educate parents in understanding student data and ways to support their children's education. Hillsboro's after-school tutoring program is essential to our Title One families, and frequent communication regarding this after school program is critical to student success.

When student assessments reveal a lack of response to instruction and intervention, an RTI² meeting is called. For these meetings, parents are invited to collaborate with the school team, and the student's assessment results are scrutinized with regard to the provided, specific evidence-based interventions. The team discusses student performance and formulates a plan to target specific skills. RTI² meetings also determine if additional testing is needed by the school psychologist.

Our assessment process is fluid and allows for problem-solving at all levels of instruction. Hillsboro's small size and hands-on approach is fundamental. Parents are updated on their student's assessment results through ongoing communication with the grade level teachers and school instructional team, and daily vertical planning time for academic teachers is used for ongoing parent-teacher conferences to discuss formative assessment results and make decisions based on these results.

3. Sharing Lessons Learned:

Hillsboro is in the unique position of being an elementary school, a middle school, and a Title One school. As such, our "lessons learned" span a wider audience than for other schools. At the elementary level, Hillsboro teachers and instructional coaches have partnered with other elementary schools, such as College Grove Elementary, for ongoing Professional Development and sharing of best practices, and a series of elementary Title One meetings each year allow Hillsboro to share successes and collaborate with other Title One schools in our county. Furthermore, three instructional coaches serve Hillsboro Elementary School, and these academic coaches share Hillsboro Elementary success stories at monthly District Instructional Coach meetings and cohort walk-arounds. Monthly walk-throughs of Hillsboro Elementary regularly bring instructional coaches, Title One personnel, Central Office leaders, and other principals through our school and to our monthly data team meetings.

Hillsboro Middle likewise collaborates with other schools. Hillsboro Middle was one of the first Williamson County middle schools to embrace the state's RTP² initiative, and Hillsboro administration and teacher leaders are often asked to present lessons learned from this three-year journey with other middle schools. Walk-throughs by other teachers, administrators, and Central Office personnel occur monthly, as Hillsboro's creative "Minors" model represents an innovative approach to providing daily interventions in math and ELA. Hillsboro administration has presented our RTP² program at Secondary Principals meetings three times over the past two years. Hillsboro Middle teachers also share lessons learned with teachers from our two feeder elementary schools (Hillsboro Elementary and Pearre Creek Elementary), as well as with teachers at our feeder high school, Independence High. These feeder sharing meetings occur twice each year (fall and spring).

Hillsboro's principal and an assistant principal attend monthly Administrator Meetings, giving Hillsboro the opportunity to share at both the elementary and secondary levels, and WCS principal walk-throughs of other schools allows Hillsboro's principal to share with elementary and middle schools across the county.

Several of our teachers are curriculum and assessment writers for the district, sharing their expertise to guide district scope and sequence documents in Spanish, Social Studies, Algebra I, and Science.

Finally, being a rural K-8 school pushes us to expand our horizons farther, sharing lessons learned with other schools across the county and region through the use of technology. SharePoint and online lesson sharing provides Hillsboro teachers with opportunities to share our successes with the click of a mouse.

4. Engaging Families and Community:

Hillsboro is a gathering place for the community. Football and basketball games are regularly attended by locals who cheer for the home team, and Hillsboro's "Heritage Hall," an on-site picture gallery, recognizes graduating classes since 1926.

Hillsboro reaches out, participating in town and community events (Chili Cook-offs, the annual Christmas parade, Witchaven, the Christmas Bazaar). Hillsboro competes in academic tournaments, including Math Olympiad, Concert Band, and Battle of the Books, understanding that participation in outside events impact the whole child, builds school culture, and increases student learning through preparation for events and competitions.

Our Parent Teacher Organization (PTO) presents many annual events, including "Barnaroo" Fall Carnival, "Hillstock" Art Festival, the Sock Hop, and our annual "Hoops and Holler" community basketball game. These home events instill pride in the school for parents, staff, and students, strengthening our ability to achieve our mission.

Hillsboro engages with community support organizations. United Way volunteers in our classrooms, and the Lion's Club provides vision assistance for students. Hillsboro Student Council and our STARS Leadership Team host fundraisers to provide our local food bank, GraceWorks, with canned foods, clothing, toiletry

supplies, and pet supplies. In return, our Hillsboro counselor connects needy Hillsboro families with donations, including turkey dinners at Thanksgiving, gifts and clothes at Christmas, school supplies in the fall, and food backpacks on weekends. These partnerships send a message that Hillsboro believes in giving back, both to our students and community partners.

Parent outreach is critical to our school growth. Title One Parent Nights, Digital Citizenship Nights, and Back to School Nights teach parents strategies for helping with homework, reading, maintaining family routines, and staying connected with their students and teachers. These parent education nights are essential to our continued academic growth, and by providing dinner, babysitting, and incentives to parents, attendance levels have risen dramatically.

Hillsboro has undergone a major facelift in the past four years, largely due to community engagement. Over two hundred parent and community volunteers painted the school in 2010, a "Raise the Sound" charity event raised over \$20,000 for a new sound system, and generous local donors have given over \$300,000 to Hillsboro for academic, athletic, artistic, and facility improvements, including new laptop carts, library books, and athletic equipment. These funds have directly benefited the programs, culture, and achievement levels at Hillsboro, as students are provided with opportunities and an environment commensurate with other schools in the county.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Tennessee has adopted rigorous academic standards that guided our school district both in creating WCS Scope and Sequence guidelines and in adopting curricular materials that meet these state standards and incoming Common Core State Standards.

In English Language Arts, Hillsboro students read increasingly complex texts, cite text evidence, and respond in writing. District-adopted ELA series are used in conjunction with best practices for reading instruction. Heinemann’s “Comprehension Toolkit” is used K-8 to build metacognition, and teachers use challenging materials, novels, and nonfiction texts to strengthen complex thinking and apply learning.

Math curriculum builds fundamental mathematical skills, practicing through practical applications and higher-order thinking. Adopted programs at each grade level are taught by math-specialized teachers using research-based best practices. Elementary teachers use concrete manipulatives, picture representations, and abstract computation, while Middle School teachers provide in-depth, concentrated practice in secondary math concepts, including Pre-Algebra and high school Algebra. Students reaching Geometry in 8th grade are provided transportation to our feeder high school.

Science utilizes hands-on and inquiry-based learning strategies. Grade level science kits (Foss, SDI, and district-designed kits) are used alongside adopted science curriculum. Science teachers implement labs that allow students to meet the demands of a rigorous curriculum and connect to science careers, such as water-bottle rocketry to reach engineering standards and the dissection of chicken legs to teach anatomy. A well-stocked science closet has materials shared between grade levels K-8 to implement engaging activities. Technology is incorporated for research, labs, and project-based learning.

Social Studies places an emphasis on real-world connections and their relation to historical content. Students incorporate primary source documents into daily learning, thinking critically, problem-solving, and questioning. Current events link students’ experiences to history and the future. Students participate in real-world civic programs such as Junior Achievement’s “Biz Town” and 4-H (elementary), and Model United Nations, Tennessee Youth in Government, and Career Day (middle). These curricular activities also foster career and college-readiness, as their primary purpose is to educate students on career opportunities and steps to these careers.

All students participate in Fine Arts programming taught by dedicated content experts in each Arts discipline. Elementary students rotate daily between Visual Arts, General Music, P.E., Technology, and Theater, while middle school students choose daily Arts “Majors”- Instrumental Music, Vocal Music, Physical Education, Technology, Visual Arts, Spanish, Future Teachers, and Theatre, and twice-weekly “Minors”- Video Production, Photography, Print-making, Beginning Guitar, Dance, Yoga, Theater Production, Yearbook, and Music in Film. State standards and WCS Scope and Sequence guide elementary classes and Majors. Minors are exploratory, giving students a taste of a variety of specializations within related arts disciplines. Minors also create time for RTI² interventions, as students alternate between targeted academic interventions and their selected Minor classes. Related Arts teachers make cross-curricular connections to create a rich, authentic learning experiences and to prepare students for careers in creative fields. “Future Teachers,” led by a Hillsboro instructional coach, prepares students for careers in education through real-life teaching in our elementary classes.

Elementary students receive physical education twice each week, and middle school students must take P.E. as a Major and/or Minor each year. Two P.E. teachers deliver a standards-based program in P.E., nutrition, and health and build critical physical skills for each stage of a child’s development. A large gymnasium provides room to exercise and compete, and after-school athletics further the physical education opportunities for middle school students.

A dedicated Technology teacher instructs students K-8 in grade level technology standards in three computer labs on site, and general education teachers embed technology into daily assignments using student-brought technology and Hillsboro's four laptop carts. Hillsboro focuses on technology proficiency (typing, software knowledge, digital citizenship, technology connections to all careers). Hillsboro's dedicated efforts to compensate for family hardships in providing technology have resulted in rising scores for Hillsboro students on district 21st Century Technology Assessments.

Spanish is offered to 7th and 8th grade students, with 8th graders receiving high school credit for the Honors Spanish class. A fluent Spanish teacher uses content standards, district curriculum, and best practices for language acquisition to provide students with comprehensive instruction in reading, writing, speaking, and understanding Spanish. Hillsboro Spanish students often outperform other students district-wide on Benchmark and End of Course exams.

2. Reading/English:

Elementary:Hillsboro delivers personalized, data-driven ELA instruction to every student. The district-adopted "Wonders" series is used K-5, and ongoing professional development in best practices for literacy instruction ensure teachers emphasize critical elements of this comprehensive curriculum. An RTP² model is used with fidelity at Hillsboro, and three elementary instructional coaches, two being Title One-funded, monitor every student and support teachers.

Students receive 120 minutes daily of leveled ELA instruction taught by a dedicated, grade level ELA teacher (Tier One instruction). Within the 120 minutes, 30 minutes are spent in brisk, focused, whole group, teacher-led instruction in research-proven literacy components of phonemic awareness (K-1st), phonics (K-3rd), fluency, reading comprehension, and vocabulary. 60 minutes is small group, leveled reading instruction and independent, purposeful practice. Hillsboro benefits from great adult support (para-professionals, instructional coaches, tutors, skilled volunteers, and well-trained 8th grade "Future Teachers"), allowing for simultaneous small group instruction and adult guidance during independent practice. Students rotate every 20 minutes, allowing the teacher to instruct all students in small group every day. The final 30 minutes of ELA targets grammar and writing instruction. All instructional materials and activities are research-based and differentiated by the level of each class, as well as by the needs of each small group, and even of each individual student. Students in higher groups are taught differentiated curriculum, pacing, depth, and complexity, and an elementary gifted specialist works with instructional coaches and classroom teachers to ensure rigor and challenge.

STAR Reading, AIMSweb, WCS Benchmark Assessments, and classroom assessments inform all instructional decisions in our RTP² model. As an example, if STAR Reading screenings indicate that ten 2nd grade students are weak in decoding CVC-e words, the classroom teacher provides targeted CVC-e phonics remediation during the core (Tier One) small group instruction, using Wonders and other research-based instructional materials. If four of these students fail to respond to Tier One instruction as evidenced by STAR Reading and AIMSweb scores, an additional 30 minutes of CVC-e phonics instruction would be provided by the classroom teacher during daily 30 minute intervention (Tier Two). If two students still don't respond to intervention as evidenced by data, the instructional coach provides an additional 30 minutes in addition to the ongoing 30 minutes of teacher-provided intervention (Tier Three). Every student performance indicator is carefully monitored in this way for every student, and daily instruction is highly tailored to the needs of each student.

Secondary:Hillsboro's English Language Arts instruction in 6th-8th grades is firmly aligned to our RTP² model, providing individualized instruction for every student. The district-adopted "Holt" series and WCS Scope and Sequence provide the structure, and teachers add non-fiction texts, novels, primary source documents, literature, and multiple genres to enrich the reading experiences, engage students, and promote critical thinking. Tennessee's ELA standards are grouped into eight comprehensive domains: Language, Communication (Listening and Speaking), Writing, Research, Logic, Informational Text, Media, and Literature, and these are taught and practiced through daily modeling, discussion, projects, questioning, academic feedback, and continual interaction with texts. In the classroom and during intervention, teachers

employ research-based reading comprehension strategies, fluency practice, vocabulary building, and enrichment activities to strengthen the literacy skills of all students.

Hillsboro middle school students are leveled for ELA instruction based on data, including TCAP results, STAR Reading scores, and formative assessment. Levels are fluid and flexible, and students frequently change classes based on ongoing data and student needs as they pertain to ELA standards. Advanced learners are taught by a teacher trained in Sandra Kaplan's Depth and Complexity strategies, and these students dissect and discuss rigorous, provoking selections of text. This teacher loops with students for multiple years, providing ongoing acceleration and challenge. A middle school gifted specialist further differentiates the content, process, and products for high-end learners.

Similarly, students at or below grade level standards are taught by a teacher dedicated to supporting their specific learning needs, and for Students with Disabilities also by Student Support Services staff. Grade level standards are taught in 70 minute periods by the ELA teacher (Tier One instruction), and STAR Reading and Benchmark data are continually monitored to ensure student mastery of standards. At ongoing data team meetings, testing results are analyzed, and students not demonstrating mastery of specific standards (such as "Identifying Main Idea"), are placed in interventions grouped by student deficits and taught by classroom teachers (Tier Two instruction). Interventions occur during Minors time; students needing more remediation attend their Minor two days per week and their academic intervention three times per week, 30-45 minutes per session. Students who do not respond to these Tier Two interventions, as indicated in STAR Reading results, receive additional intervention by a highly-skilled middle school instructional coach (Tier Three instruction). STAR universal screeners are given to all students three times per year, and progress monitoring occurs bi-weekly for intervention students.

3. Mathematics:

Hillsboro's K-8 math faculty is a close-knit community. Hillsboro math instruction is data-driven, continuously differentiated to ensure that instruction is targeted to each student's math ability level and aligned with Hillsboro's RTP model.

With the shift to higher-order thinking with Common Core State Standards (CCSS), students are asked not only to memorize mathematical procedures, but also to explain their thinking. Hillsboro math teachers use concrete, hands-on manipulatives, which allow students to grapple with advanced mathematical concepts at a young age. Once students master concepts using manipulatives, they progress to drawing pictorial representations, creating a foundation for algebraic reasoning in the higher grades. As students build understanding of mathematical concepts, teachers introduce foundational algebraic and geometrical formulas. This sequence allows Hillsboro students to develop a true understanding of mathematical reasoning. K-8 collaboration regularly establishes consistency within the spiraling curriculum and ensures that all content has been mastered at each grade level. This math department articulation has proven highly effective, and students in math classrooms are enthusiastic about participating in a meaningful way because of engagement strategies (individual white boards, competitions, innovative groupings, signaling, and shared responses) and teachers' emphasis on learning as a progressive, community endeavor.

STAR Math universal screeners help pinpoint and group students into levels, and fluid, flexible groupings continually adjust for student growth and remediation needs. School-wide, math teachers provide 60-70 minutes of daily math instruction (Tier One instruction). Teachers use CCSS, WCS Scope and Sequence guidelines, and adopted curricular materials to provide hands-on, focused instruction and practice in math principles and processes. Interactive technology and mathematics software (Wowzers, Dreambox, Khan Academy, WebQuests, and SmartBoard) aid in understanding and increase student engagement. Two gifted specialists, in conjunction with math teachers, increase rigor and challenge for advanced students, and students are able to work at their individualized ability and/or interest levels and progress through math content at a challenging rate for their needs.

Students who fail to respond to core math instruction are provided an additional 30 minutes of math intervention by the math teacher (Tier Two instruction), and five math tutors provide extra support during

the school day and after school. Student Support Services teachers and paraprofessionals teach students with learning disabilities in math in an inclusion setting. When STAR Math data indicates students who continue to struggle with mastery, the grade level instructional coach provides an additional 30 minutes of math instruction (Tier Three).

4. Additional Curriculum Area:

Hillsboro has long been a county leader in integrated and dynamic Related Arts programming for students. Students discover creativity, self-confidence, and self-discipline, serving them throughout their academic careers. The related arts and academic staffs work to ensure that the arts classes enhance the academic curriculum.

Students participate in Band (middle), Art, Music, Theatre, Computer Technology, Library, and Physical Education, rotating through disciplines in ‘Specials’ (elementary) and Majors/Minors (middle).

Band teaches musical proficiency as individuals and as part of an ensemble, including 6th grade beginning band, 7th grade intermediate band, 8th grade advanced band, jazz band, and percussion ensemble. Smart Music, Tonal Energy, and FlashTrax software utilize technology and provide an engaging, interactive instructional climate.

Visual Arts allows K-8 students to work with 2-D and 3-D media including clay, paint, drawing media, glass, wire, wood, fibers, printmaking, and photography. An emphasis is placed on the process of creating art to assure a successful product and/or experience for all students, and a large, experiential arts classroom enhances student learning.

General Music/Vocal Music provide K-8 students with rigorous instruction to foster music literacy, proper singing technique, creativity in music composition and improvisation, as well as the exploration of music from different cultures and time periods. A new Hillsboro Performing Arts Center (HPAC) provides state of the art classroom and production space.

In Theatre, students learn staging, set design, acting, costuming, and expressive skills through hands-on engagement with scripts, plays, and full-length productions. Ongoing ‘informances’ provide performance opportunities for all, and annual fall and spring productions offer students a complete production experience from beginning to end.

In Computer Technology, elementary students learn to type and to create documents using word processing and presentation applications. In 3rd grade, students receive a cloud email account and a personal network drive, which they utilize for the rest of their school career. Middle school students complete projects using basic applications including desktop publishing, spreadsheets, and image editing.

A full time librarian teaches research and information literacy skills. Elementary classes attend weekly library lessons aligned to their ELA classroom standards, and middle school students visit the library weekly for access to print and non-print resources.

Hillsboro’s physical education program is well-rounded and innovative, incorporating diverse activities from lacrosse to dance. Each unit of study begins with students learning basic skills and progresses to games and activities. Two full-time teachers instruct K-8 students in P.E., health, and nutrition.

5. Instructional Methods:

Hillsboro teachers, instructional coaches, and administrators use data to place students in classes and groups that precisely match their instructional levels. This total instructional alignment is school-wide, and students move fluidly between groups and levels as their specific learning needs change. Student groupings are based on academic need, not teacher grade level or subject, so at times students may be taught in groups with students from other grades. A school-wide climate of high expectations for all, a focus on strong

teacher-student relationships, and a collective belief that they are all our students makes this shared teaching successful for all students and teachers. Instruction, formative data, and groupings are continually analyzed to ensure high academic rigor for each student. All groups, including those well-above grade level, are differentiated by content, process, and product to ensure continuous learning, student engagement, and growth.

Within groups and classes, teachers provide explicit, rigorous instruction that connects prior learning. Differentiated, challenging content encourages inquiry and exploration for every student. K-8, teachers focus on specific, complex objectives that require high levels of questioning, thinking, and analysis. Common instructional strategies used by all teachers include simulations, higher order thinking, discussions, problem solving activities, engagement strategies with student-to-student interaction, game-like activities, writing, ongoing checks for understanding through signals/individual white boards/choral response, questioning (including student-generated questioning), research, creative projects, investigative labs, real-world connections, and active, accountable strategies that push students out of their seats (gallery walks, jigsaws, etc.). Higher level classes add additional strategies, including Sandra Kaplan's Depth and Complexity, activities that require simultaneous modalities of complex thinking, and differentiated products. Two gifted specialists support teachers in these levels.

Technology integration is critical. Our district Bring Your Own Technology (BYOT) program encourages students to use their own technology or school-provided laptops and iPads from our four laptop carts. Teachers incorporate technology in products (spreadsheets, word processed documents, presentations, research), in formative assessment/engagement (Poll Everywhere, TodaysMeet, Kidblog, Edmodo, etc.), in practice (Wixie, Dreambox, Wowzers, Wonders, etc.), and in instruction (BrainQuest, Discovery Education, SMART Exchange, etc.).

Hillsboro's RTP² model does not only apply to struggling students. Indeed, all students are monitored for their response to Tier One instruction, and all students use the 30 daily minutes of intervention time for instruction at their level. At-risk students receive targeted, intensive remediation, while students at and above grade level receive targeted challenge assignments during this Minors time, including competitions, projects, and cross-curricular opportunities.

6. Professional Development:

Just as every Hillsboro student receives targeted instruction that precisely meets their needs, so does every Hillsboro teacher. With nine grade levels of four academic subjects, five Special Education teachers, ten support specialists, and nine Related Arts teachers, this Differentiated Professional Development is challenging, but critical to our success and student achievement.

School-based Professional Development (PD) occurs after school twice per month, 90 minutes per session. PD sessions begin with a whole-staff meeting to discuss common needs, but educators are quickly disseminated into their leveled groups. School administrators, instructional coaches, district curriculum experts, teacher leaders, and department chairs lead PD sessions, and topics span a broad range: best practices for instruction by subject/grade level, curriculum mapping, student engagement strategies, teacher knowledge, classroom management, Common Core, instructional technology, differentiation, RTP², and formative assessment tools. At times, whole-staff PD is maintained to build staff climate and camaraderie. For example, student engagement is a universal theme for all teachers, so a recent PD session utilized a Kagan Inside/Outside circle for all teachers to exchange "recipe cards" of their favorite student engagement strategies. Shared learning and laughter is important in adult learning.

School PD also includes "Power Mondays," a weekly hour of collaboration before school each Monday. Teachers lead these Professional Learning Communities, and common topics include student concerns, book studies, and vertical planning by subject.

During common, daily teacher planning times, instructional coaches meet with teachers and teams to discuss student data, explore curriculum, and research innovative methodologies. Co-teaching, video-taping, walk-

arounds, peer modeling, and coach co-plan/co-teach structures deepen teacher knowledge and provide reflection opportunities.

Successful school-based PD depends upon educators' mutual agreement to increase student learning and achievement. Each Hillsboro educator teaches different subjects and grades, but all share a common urgency to find ways to help every student learn more in their subjects. This spirit of relentlessness fosters results-driven, bell-to-bell PD sessions that actively work towards school improvement.

Our district offers PD to all teachers, as well. An online shopping cart of offerings allows educators to select based on subject, personal growth goals, etc. Additional PD for teachers with specific needs (classroom management, student engagement, etc.) is provided to strategic educators by principal recommendation. Individual professional growth goals allow each teacher to tailor their learning plans, and all full-time teachers must participate in three days (19.5 hours) of professional development outside the school day each year (Saturdays, after school, summer, etc.).

7. School Leadership

Hillsboro's transformation is attributable to a team of school leaders: not just administrators, but teachers, department chairs, and instructional coaches. Only through shared leadership has Hillsboro's student achievement growth been realized.

One principal and two assistant principals form the administrative team, but a cohesive management style and shared leadership philosophy among administrators result in the active empowerment of all teachers at Hillsboro. Indeed, administrators seek every opportunity to build leadership from within the staff.

It is imperative to cultivate staff experts who embrace Hillsboro's mission. Veteran educators are celebrated and challenged to mentor others, while new staff are selected not only for teaching ability, but also for energy, innovation, relentlessness, and leadership potential. All staff members (custodians, support staff, athletic coaches) are given opportunities to excel and are praised for their roles in reaching and exceeding expectations. Selected teacher-leaders comprise a Building Leadership Team, making critical decisions, communicating with their teams, and generating strategies to increase results. The relationships among school administration, the Building Leadership Team, and the staff as a whole are based on mutual respect, collaboration, and passion for reaching Hillsboro's vision. The administration's philosophical goals include actualizing the potential of each staff member, finding ways to inspire each team member, and increasing student achievement through shared decision-making.

This conscious effort to empower team members has increased student learning school-wide. Autonomous instructional coaches use cognitive coaching and knowledge of best practices to grow teacher effectiveness independent of administration, resulting in stronger coach-teacher relationships, increased ownership of instruction, and ultimately higher student achievement. Teachers and instructional coaches lead the school data team meetings, and their decisions yield improved student results. Athletic coaches are given the power and support needed to grow their sports programs, and student-athlete skills have grown exponentially as a result, leading to more wins and more competitive final scores.

A comprehensive staff handbook details all school policies, procedures, programs, and resources. This document, along with all daily communication to staff and families, consistently tie everyday occurrences with student achievement. For example, if a pep rally is scheduled, clear communication would 'save the date' well ahead of time, remind teachers of the already-created modified schedule that maximizes every instructional minute, provide specific instructions for staff on student supervision during the pep rally, and reiterate the importance of building student morale and celebrating student success at special events such as this, for these small, daily moments build overall school success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	85	58	56	62	91
% Advanced	36	29	17	11	53
Number of students tested	39	31	41	55	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	4	0	0
% of students tested with alternative assessment	0	3	10	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	67	33	53	21	80
% Advanced	13	11	12	0	35
Number of students tested	15	9	17	14	20
2. Students receiving Special Education					
% Proficient plus % Advanced	100				
% Advanced	0				
Number of students tested	1				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	84	59	55	64	90
% Advanced	35	33	13	12	53
Number of students tested	37	27	38	52	49
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	39	51	63	32	91
% Advanced	17	15	17	7	77
Number of students tested	36	39	60	59	57
Percent of total students tested	100	95	100	100	100
Number of students tested with alternative assessment	2	4	8	3	0
% of students tested with alternative assessment	6	10	13	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	14	31	44	17	87
% Advanced	7	13	6	0	60
Number of students tested	14	16	18	23	15
2. Students receiving Special Education					
% Proficient plus % Advanced	0				
% Advanced	0				
Number of students tested	2				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	43	51	64	35	91
% Advanced	20	16	16	7	76
Number of students tested	30	37	56	54	54
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	62	46	45	30	93
% Advanced	33	25	15	6	59
Number of students tested	39	44	53	54	58
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	7	3	2	0
% of students tested with alternative assessment	5	16	6	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	36	23	32	20	84
% Advanced	14	0	4	7	42
Number of students tested	14	13	25	15	19
2. Students receiving Special Education					
% Proficient plus % Advanced	40				
% Advanced	0				
Number of students tested	5				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	61	44	46	29	93
% Advanced	36	27	17	6	60
Number of students tested	36	41	48	51	57
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	64	42	37	95
% Advanced	53	28	26	14	74
Number of students tested	101	104	88	90	83
Percent of total students tested	100	98	100	99	100
Number of students tested with alternative assessment	8	4	4	3	0
% of students tested with alternative assessment	8	4	5	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	73	48	24	9	100
% Advanced	36	10	14	0	71
Number of students tested	22	21	21	23	17
2. Students receiving Special Education					
% Proficient plus % Advanced	88				
% Advanced	31				
Number of students tested	16				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	88	64	43	39	95
% Advanced	54	30	27	16	74
Number of students tested	95	98	83	84	76
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	80	56	39	97
% Advanced	58	44	23	14	65
Number of students tested	113	88	98	79	86
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	5	5	11	3	0
% of students tested with alternative assessment	4	6	11	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	65	47	37	33	80
% Advanced	10	29	4	0	40
Number of students tested	20	17	27	15	15
2. Students receiving Special Education					
% Proficient plus % Advanced	43				
% Advanced	0				
Number of students tested	7				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	89	79	57	38	96
% Advanced	59	44	25	14	70
Number of students tested	106	82	92	73	82
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	83	77	64	43	93
% Advanced	63	48	40	21	55
Number of students tested	82	93	78	86	66
Percent of total students tested	98	100	99	100	99
Number of students tested with alternative assessment	1	11	7	3	0
% of students tested with alternative assessment	1	12	9	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	65	53	55	25	77
% Advanced	39	26	25	5	31
Number of students tested	23	19	20	20	13
2. Students receiving Special Education					
% Proficient plus % Advanced	25				
% Advanced	25				
Number of students tested	4				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	83	78	65	44	94
% Advanced	64	50	39	21	57
Number of students tested	75	88	72	82	62
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	72	45	42	53	87
% Advanced	21	19	12	15	42
Number of students tested	39	31	41	55	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	4	0	0
% of students tested with alternative assessment	0	3	10	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	53	22	29	14	70
% Advanced	0	0	12	0	20
Number of students tested	15	9	17	14	20
2. Students receiving Special Education					
% Proficient plus % Advanced	100				
% Advanced	0				
Number of students tested	1				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	70	44	40	53	85
% Advanced	22	22	11	15	43
Number of students tested	37	27	38	52	49
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	53	59	58	53	93
% Advanced	17	26	35	14	70
Number of students tested	36	39	60	59	57
Percent of total students tested	100	95	100	100	100
Number of students tested with alternative assessment	2	4	8	3	0
% of students tested with alternative assessment	6	10	13	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	21	50	28	17	80
% Advanced	7	19	22	0	53
Number of students tested	14	16	18	23	15
2. Students receiving Special Education					
% Proficient plus % Advanced	100				
% Advanced	50				
Number of students tested	2				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	53	60	59	57	93
% Advanced	17	24	38	15	70
Number of students tested	30	37	56	54	54
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	67	84	59	57	98
% Advanced	18	32	8	15	40
Number of students tested	39	44	53	54	58
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	7	3	2	0
% of students tested with alternative assessment	5	16	6	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	43	69	44	33	100
% Advanced	7	8	4	7	21
Number of students tested	14	13	25	15	19
2. Students receiving Special Education					
% Proficient plus % Advanced	80				
% Advanced	20				
Number of students tested	5				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	67	83	65	57	98
% Advanced	19	34	8	16	40
Number of students tested	36	41	48	51	57
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	89	71	64	98
% Advanced	24	22	13	17	63
Number of students tested	101	104	88	91	83
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	8	4	4	3	0
% of students tested with alternative assessment	8	4	5	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	91	71	38	38	94
% Advanced	27	19	0	0	35
Number of students tested	22	21	21	24	17
2. Students receiving Special Education					
% Proficient plus % Advanced	75				
% Advanced	25				
Number of students tested	16				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	87	91	71	67	97
% Advanced	23	21	13	18	63
Number of students tested	95	98	83	85	76
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	84	73	62	56	93
% Advanced	31	28	24	14	48
Number of students tested	113	88	98	79	86
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	5	5	11	3	0
% of students tested with alternative assessment	4	6	11	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	45	47	37	27	87
% Advanced	5	6	7	0	27
Number of students tested	20	17	27	15	15
2. Students receiving Special Education					
% Proficient plus % Advanced	43				
% Advanced	14				
Number of students tested	7				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	87	72	62	55	94
% Advanced	32	27	24	15	48
Number of students tested	106	82	92	73	82
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TCAP: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	78	72	73	48	96
% Advanced	30	28	21	6	61
Number of students tested	83	93	78	86	66
Percent of total students tested	99	100	99	100	99
Number of students tested with alternative assessment	1	11	7	3	0
% of students tested with alternative assessment	1	12	9	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	52	42	74	30	92
% Advanced	17	11	11	0	46
Number of students tested	23	19	19	20	13
2. Students receiving Special Education					
% Proficient plus % Advanced	25				
% Advanced	25				
Number of students tested	4				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	79	72	74	48	97
% Advanced	28	30	21	6	61
Number of students tested	76	88	72	82	62
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: