

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

[X] Public or [] Non-public

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

Name of Principal Ms. Janice Marie Epperson

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

Official School Name Madison Academic Magnet High School

(As it should appear in the official records)

School Mailing Address 179 Allen Ave

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

City Jackson State TN Zip Code+4 (9 digits total) 38301-4459

County Madison County State School Code Number* 430962

Telephone 731-427-3501 Fax 731-427-3587

Web site/URL http://mad.jmcss.org/pages/Madison_Academic_High_School E-mail jmepperson@jmcss.org

Twitter Handle N/A Facebook Page _____ Google+ N/A

Other Social Media

YouTube/URL N/A Blog http://madisonreadsmillions.weebly.com/ Link N/A

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. Verna Ruffin, Ed.D. E-mail: vd_ruffin@jmcss.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Madison County Tel. 731-664-2500

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 Mr. Jim Campbell
(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):
- 14 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 26 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	54	77	131
10	61	64	125
11	51	52	103
12	49	66	115
Total Students	215	259	474

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 33 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 57 % White
 - 1 % 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: 6%

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1	474
(5) Total transferred students in row (3) divided by total students in row (4)	0.059
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 17
 Specify non-English languages: Spanish, Arabic, Khmer, Latin, French, Portuguese, Tagalog, Finnish, Thai, Farsi, Columbian, Phillipino, Korean, Lingala, Kikongo, Wolof, Havari
8. Students eligible for free/reduced-priced meals: 28 %
 Total number students who qualify: 131

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.

9. Students receiving special education services: 0 %
0 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.

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

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

	Number of Staff
Administrators	2
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 16:1

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%	97%	97%	97%	97%
High school graduation rate	100%	100%	99%	100%	100%

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	115
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
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

The mission of Madison Academic Magnet High School is to provide students access to a rigorous post-secondary preparatory program in a nurturing and supportive environment that inspires intellectual curiosity and appreciation of cultural and ethnic diversity. Madison Academic Magnet High School is a learning community that fosters intellectual growth and habits of commitment, reflection, wellness and wonderment, developing citizens who make a living, a life, and a difference.

Located in Jackson, Tennessee, Madison was formed in 2003 to offer a rigorous college preparatory curricula through courses dedicated to academic excellence and personal growth. Madison serves ninth-through twelfth-grade students who reside in Madison County. Students apply and are chosen through a random selection process, coordinated by the Board of Education of the Jackson-Madison County School System. There are no admission requirements, but students must maintain a 2.0 GPA to remain enrolled.

Madison prepares students for selective college choices and scholarship opportunities. All core courses, including over forty-four honors courses and seven in-house dual credit opportunities, are honors or advanced placement. Additional hours through local colleges can be earned. Students must earn a minimum of twenty-eight credits to receive an Honors high school diploma from Madison.

Academic success is evident in a diverse group of students and activities. As Tennessee's 2014 state champion, Madison's Academic Decathlon Team sets a strong precedent in competition with eleven consecutive state titles and nine top three national finishes, including four national championships, since 2003. In Forensics each year, team members compete and consistently qualify for the THSSDL state tournament. With over fifteen top finishes, two district championships in Interpreters Theater, and a state title in broadcasting, Madison's Forensics Team continues to excel in competition. Recently, in a regional poetry contest with over 115 participants, Madison students claimed ten of thirteen awards. Our Band consistently receives superior ratings at the Concert and Jazz Festivals and is always well represented in the All-State Band.

Madison stakeholders work collaboratively to ensure a nurturing and supportive environment for all students. In addition to academic requirements, students must complete a minimum of sixty community service hours before graduation and must participate in at least one club or activity each year. Whatever their interests, students have the opportunity to experience success through participation in one of over thirty-one sponsored clubs and organizations.

Students exhibit excellence in community service. Madison is well represented in community organizations such as the Jackson Youth Symphony, Junior Rotarian Club, and Ballet Arts. Through monthly service projects benefiting organizations such as RIFA and LIFELINE Blood Center, Beta Club members have earned several national scholarships and three national service awards.

Faculty members are actively involved in extra-curricular endeavors and provide student support through sponsorship of clubs and organizations, regular attendance to school and community events, consistent implementation of after-school tutoring, and focused mentoring sessions. Madison's daily schedule includes a twenty-minute mentoring session during which students participate in activities such as class meetings, tutoring, research, freshmen orientation, and silent sustained reading. This time also allows students to complete missed assignments or to meet with peer tutors or college recruiters.

Community support is garnered through our eight Partners in Education—local businesses and organizations that work closely with our faculty and students, make donations to student organizations, and sponsor various events. Madison's First Class Chorus and Jazz Band are often invited to perform at local events within the community. Periodically, community groups conduct assemblies in Madison's auditorium during the school day, and students are encouraged to attend. Various local student outreach services contribute by providing educational speakers on topics such as FAFSA, college registration, tuition and financial assistance. Parental support is evident in programs such as Project Graduation, booster organizations, the

Parent Support Group, volunteerism, and the support of fine arts productions, sporting events, and fundraising activities.

Jackson-Madison County has about 97,500 residents with approximately a 35% non-white population. Madison's population is approximately 474 students. The student body consists of a 42% non-white population, which represents twelve different countries and thirteen different languages. Embracing the cultural and ethnic diversity, students participate in various events throughout the year. Studying different countries throughout the year, International Club members sponsor an "International Cultural Fair" for a local elementary school to teach children about the world and about living in a global society. This appreciation of cultural and ethnic diversity is also evident through the presentation of black history programs, performances by the Watoto Children's Choir, and activities such as Mix-It-Up Day. Additionally, faculty and staff actively recruit students from diverse backgrounds to participate in all clubs, teams, and activities.

The MAHS faculty consistently works together to promote positive learning environments for our students as they seek to develop a life-long commitment to learning. We strive to offer rigorous and exciting programs and honors curricula that meet and exceed the Tennessee State Standards.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Part A) The Tennessee Department of Education strives to improve the education system by setting measurable goals and monitoring student growth. Assessment data is used to measure both achievement and growth through the Tennessee Value-Added Assessment System. Using both results offers a more complete picture of student learning.

During 2008-2009, Tennessee administered the Algebra I and English II Gateway Exams in compliance with No Child Left Behind and set AYP benchmarks at 83% proficient and advanced for Algebra I and 93% proficient and advanced for English II.

Due to inflated assessment scores, the state board implemented the Tennessee Diploma Project to align student performance scores with national rankings. In the transition policy, the state board specified that End of Course Examinations be given in English I, II, and III; Algebra I and II; Geometry; U.S. History; and Biology I. Student achievement was based on scale scores with levels of Below Basic, Basic, Proficient and Advanced. New curriculum standards and aligned assessments were utilized in 2009-2010. AYP for Algebra I and English II remained at 83% P/A and 93% P/A, respectively. Scores dropped statewide because of added rigor. AYP's increased to 91% for Algebra I and 97% for English II in 2011-2012.

Under NCLB's Annual Yearly Progress, Tennessee would potentially have 80% of schools as high priority despite making academic progress. Seeking relief from the AYP model, Tennessee applied for the Elementary and Secondary Education Act flexibility waivers, which were received in February 2012. New state performance goals or "Annual Measurable Objectives" provided rigorous but realistic college- and career-readiness goals and a new basis for accountability; they also served to measure the state's progress in implementing the ambitious reforms of Tennessee's First to the Top Act. Madison's Algebra I and English II target AMO's for 2012-2013 were 87.7% P/A and 95.5% P/A, respectively.

Part B) In 2008-2009, 97% of Madison students scored proficient and advanced in Algebra I and 99.1% scored proficient and advanced in English II on the Gateway Exam meeting the AYP goals of 83% P/A and 93% P/A respectively. The following year, Tennessee administered more rigorous End of Course Exams aligned to national standards. Scores dropped across the state. Madison experienced a complete change in administration with a new principal and assistant principal. 2009-2010 scores dropped to 76.8% P/A in Algebra I and 89.4% P/A in English II. Despite this drop, Madison exceeded state performances in the percentage of students scoring advanced by 14.4% in Algebra I and 22.1% in English II.

In 2010-2011, state AYP's increased to 91% P/A and 97% P/A in Algebra I and English II respectively. During this time, Common Core standards were beginning to be introduced and transitioned into schools. Madison's Instructional Coach was promoted to testing coordinator and the position was not filled until January 2011. Madison's scores increased to 88.7% P/A in Algebra I (11.9% increase) and 90.2% P/A in English II (0.8% increase). With a 100% graduation rate and a reduction in students falling below proficient in subgroups, Madison met AYP through Safe Harbor.

When a school or district does not meet AYP/AMO for either reading/language arts or math in a particular year, it can make AYP the following year through Safe Harbor if the subgroup not making AYP/AMO has a reduction of 10 percent in the percentage of students who scored below proficient the previous year; a 19 percent reduction in the percentage of students who tested below proficient from two years ago; or a 27 percent reduction in the percentage of students that tested below proficient from three years ago. In addition, the student population must meet the performance objective for graduation rate (high school).

In February of 2012, Tennessee received a flexibility waiver which allowed schools and districts to have realistic goals. Annual Measurable Objectives were assigned to schools based on their prior performance. Additional Common Core standards were transitioned into the curriculum. Madison's AMO's for 2011-2012 were set at 90.1% for Algebra I and 92.8% for English II. Algebra I scores fell just under the AMO at

86.9% while the English II scores rose to 95.2% (5% increase) exceeding the goal by 2.4% . With a 28.1% reduction in African American students scoring below proficient in Algebra I over the last two years and 100% graduation rate, Madison met state requirements through Safe Harbor.

In July of 2012, teachers received training on implementing Common Core Standards into the curriculum. By 2012-2013, Algebra I scores at Madison increased to 93.2% exceeding the AMO of 87.7%. The English II AMO was 95.5%. In December 2012, Madison's English II teacher retired and an interim substitute was placed for the remainder of the year. Despite this change, English scores increased to 95.4%. Falling only 0.1% below the set AMO for English II, Madison reduced the economically disadvantaged vs. non-economically disadvantaged subgroup gap from 24.9% the previous year to -1.1% thereby meeting state requirements through Safe Harbor. All current gaps are below 10%.

In 2012 Madison Academic was identified as a Reward school based on both achievement and growth and in 2013 received Reward school status for achievement.

2. Using Assessment Results:

Using achievement and growth data, the Tennessee Value-Added Assessment System offers a more complete picture of student learning. Statistical analysis of student achievement over time provides insight on "teacher effect" in the classroom. Teachers observe the effects of instruction on multiple levels of learners, address areas of weaknesses and share areas of success.

Discovery Education assessments are given throughout the year. Data is broken down by performance objectives for both student and class. This allows teachers to identify the objectives on which they need to focus for each class and individual student. Results are shared and explained to students and parents. Students performing below expected levels are targeted for pull outs and tutoring sessions during mentoring. An "At Risk" list is generated and shared within Professional Learning Communities to provide support across the curriculum for underachieving students. While we do have students performing below expected levels, our most challenging problem is academic growth for higher performing students. Objectives for which the majority of students demonstrated mastery in a class are identified. Enrichment and academic growth opportunities are provided. High performing students are targeted for enrichment pull outs.

On the PLAN test students are tested in the areas of English, math, reading, and science. PSAT data measures critical reading skills, math problem-solving skills, and writing skills. Counselors assist students in interpreting the test results so strengths and weaknesses can be pinpointed. Student's skills, interests, academic plans, and future goals are also discussed.

Madison students consistently score well above national averages in all areas of the ACT. Teachers are regularly informed of ACT standings and which students have met benchmarks. Each year we analyze student performance and discuss methods and ideas for improvement. Professional development is scheduled to address target areas and teaching strategies. All core instructors received professional development on incorporating ACT strategies in the classroom. Student workshops are held for interested students before each test date and all juniors attend the ACT workshop during pull outs two weeks prior to the national test date. Currently, our focus is to increase the number of students meeting all four ACT benchmarks at graduation.

The most valuable assessment for any teacher is that of formative assessment. Our teachers use formative assessments regularly and consistently to analyze student comprehension and mastery. Results are used in a variety of ways including setting individual goals for students, customizing additional whole group and individual instruction for areas of weakness, and evaluating student comprehension and/or mastery of specific topics. As an interactive process in which both the student and the teacher use the results to make decisions about what actions need to be taken to promote further learning, formative assessment is an ongoing and dynamic process involving much more than frequent testing. At Madison, formative assessments regularly include; journals, project based learning activities, performances, productions,

displays, panel discussions, debate, living museums, and many other assessments which provide the student with academic feedback in a form other than a “grade.”

3. Sharing Lessons Learned:

To fulfill Madison Academic Magnet High School’s mission of creating lifelong learners, the teachers at Madison are committed to being lifelong learners and sharing what they have learned not only with each other but with fellow educators in the district, throughout the state of Tennessee, and across the nation.

Modeling how to conduct a proper and safe lab experiment for all science teachers in the district, a science teacher lead a workshop in which he presented a demonstration on how to lift a helium-filled balloon. The speech and forensics teacher worked diligently to build a debate league among the high schools in the district. She maintains contact with the participating schools and presents workshops for both teachers and students covering the fundamentals of speech and debate skills so that students can practice their skills at scrimmages and competitions.

The faculty at Madison integrates the use of technology in the classroom to offer real-world application and give students options. Last summer, a foreign language teacher provided technology training to teachers across West Tennessee, teaching them strategies to enhance their Promethean flipcharts. Teachers from the English department presented a session Using Technology to Expand Student Learning and Involvement with Literature at the 2013 NCTE annual convention in Boston, MA. With teachers from various states, they shared the tools that they use in their classrooms to enhance the teaching of literature.

In the fine arts department, teachers not only inspire students to showcase their talents but also stress the importance of honing their crafts through collaboration and participation in organizations throughout the state of Tennessee. Through daily e-mail and phone conversations, the band director offers assistance to band directors in West Tennessee. Serving as the district senior high choral festival chair for the last eight years, the choral director demonstrates to teachers and students across West Tennessee approaches to choral performances and individual performances. As a member of the TN Theater Association, the theater director has led many in-services and workshops about building resumes and preparing for theater and film auditions.

Through the staff’s precedent of being lifelong learners, the students recognize the importance and the benefits of being lifelong learners; therefore, they become life-long learners through their participation in events and activities. Although Madison is a non-Title I high school, with the assistance of Partners In Education and the parent support group, students are afforded the opportunity to extend learning beyond the school day where they gain experience and are able to share knowledge. The teachers at Madison are committed to sharing their exemplary approach to educating their students through sharing strategies and collaborating with other teachers.

4. Engaging Families and Community:

Our school has a rich history. Built in 1928 as Jackson High School, it became the west campus of Jackson Central-Merry High School, an integrated school which joined the historically black and white city high schools, in 1970. Graduates are proud of this school and thrilled to see it continuing to provide quality education for students.

When Madison opened, parents and community members were delighted to have a public academic opportunity for our young people. Excited parents and students came to help teachers prepare their rooms for our first year. Lockers were cleaned and painted and white boards were installed.

Our nine Partners in Education provide in kind support and donations to the school. Monetary donations for science and math have been used to support ACT preparation in math and to purchase science supplies for environmental science classes. The number of students meeting all ACT benchmarks increased from 38 percent to 49 percent. They support our Academic Decathlon Team by providing study guide copies and

professors to coach the team, conducting practice interviews and critiquing speeches. Community support has enabled the team to compete at the state and national levels. PIE partners sponsor two celebrations each year by supplying pizza and prizes. One honors the best of the best, students who have improved the most, been most helpful, or best all-around in the class. Another is for perfect attendance. They also support an annual college fair.

Our Parent Support Group raises money and distributes it through an application system to support activities and projects. Recipients are responsible for reporting back to the PSG about the event. We have active booster groups for music and sports, and a group of senior parents who work diligently to fund Project Graduation raising between \$25,000 and \$30,000 annually.

Play productions involve parental support in the areas of props, costumes, box office, set building and fundraising. Parents assist with debate practice and chaperon trips to speech and forensic competitions. Teachers and community members judge the Miss Madison Pageant, the talent show, the art show, and serve on the review board of our Reading Scholars' program. They assist in Digital Learning Day by judging projects and presenting informational sessions for students and assist with Sam's Dugout, a uniform closet that supplies donated uniforms for underprivileged students. These activities are a great service to our school and foster good relationships between the school and our community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Based on Madison's School Improvement Plan, the current school goals are to increase computer based assignments and research, increase math ACT scores, increase the percent of students meeting ACT benchmarks, and increase reading comprehension across the curriculum.

Madison students are required to read every day, from newspaper articles to poems to essays to short stories to biographies, etc. Placing a high emphasis on reading and balanced literacy across the contents, curriculum and instruction focus largely on writing, critical thinking and problem solving skills.

In English courses, students read several long, grade appropriate text, including works by authors such as Charles Dickens, William Shakespeare, John Knowles, Lorraine Hansberry, Arthur Miller, Nathaniel Hawthorne, and Emily Bronte. Literary selections are discussed and presented in various ways and on various levels. Writing to learn is an integral part of our instructional practices. Research writing and documentation begin in the ninth grade, and these skills are sharpened and deepened each year. In the Honors-level speech course, students compose many speeches, moving from the planning and research stages to presentation. English IV is offered as an AP course.

In science and mathematics, students are instructed on the appropriate use of the graphing calculator as a learning tool. Using lab-based data collection, graph analysis, random generators, statistical measure calculations and designs with polar equations, teachers incorporate real world applications of science, mathematics and technology. Calculator skills needed for college level math and chemistry courses are enhanced. Statistics and Pre-calculus are offered as dual enrollment courses and Calculus is offered as an AP course. College level rigor is guaranteed by addressing high level, contextual application problems.

In Social Studies courses, students interpret quotes of historical figures, re-write passages from historical documents and write speeches as historical figures. Students read passages, write and answer ACT-style multiple choice questions, write descriptive and persuasive essays and interpret varying viewpoints on different issues or events. AP classes are offered in US History and European History.

Madison's Choral Department inspires cultural and ethnic diversity by performing a repertoire of choral music in various languages and multi-ethnic styles. Literacy is incorporated through daily journal writing and research assignments on music selections in order to understand the history and backgrounds of the music. The passion for music and performance is encouraged with solo, small group and large group performances. Through Honor Chorus and competition with choruses from other schools, Madison strives for the qualities of excellence and vitality in vocal techniques at the advanced, college-level caliber.

Honors Wellness is an advanced, reading based survey of health. Focusing on the three major elements of total health, physical, social, and mental/emotional, Wellness integrates physical fitness, science/math, reading, writing, graphing, technology, and critical thinking skills. Students explore how content areas are interrelated and acquire knowledge and skills necessary to make informed decisions regarding individual health and well-being.

A credit in Computer Applications is a graduation requirement at Madison. MAMHS has a dual credit articulation agreement with the local community college. Students who successfully complete this course have the opportunity to pursue a Microsoft Office Specialist Certification, a globally-recognized industry certification.

In Computer Applications classes, projects are assigned to incorporate literacy. After completing online reading assignments related to emerging technologies, students present the findings to the class via a Power Point presentation, write essays on issues in technology, and defend individual views orally in class. Students read online articles related to computers and society, then the findings are presented in the form of a newsletter. In 2014-2015, Madison will expand the technology course offerings to include web design.

Madison students must gain three credits in the same foreign language to graduate. Evidence suggests students who take three years of the same foreign language score higher on the ACT than those who do not. Students read, analyze, and discuss short stories such as “Una Carta a Dios” by Gregorio Lopez y Fuentes, “La Camisa de Margarita” by Ricardo Palma, and “El Abanico” by Vicente Riva Palacio.

In all courses, ACT skills are reinforced through daily classroom activities. Overall, students are engaged in their learning: reading deeply and broadly, discussing authentically, thinking critically, and writing frequently for a wide variety of purposes.

2. Reading/English:

The English curriculum and instruction focus largely on writing and critical thinking skills. At each grade level, students read several long works, as well as shorter selections. Rather than simply listening to the teacher’s explanation or completing reading questions, students discuss the significance of the literary selections in various ways and on various levels. For example, students create graphic representations in the forms of montages, symbolism maps, body biographies, and multimedia productions. They compose written responses and analyses and actively participate and guide class discussion. In addition, students write frequently, both creatively and analytically, formally and informally. Writing to learn is an integral part of our instructional practices; personal essays, poetry, research papers, literary analyses, and persuasive essays are common assignments. A few specific examples of these assignments include character analyses in English I, the “Defining Moment” essay in English II, the “This I Believe” essay in English III, and journals and journal presentations in English IV. Students are also introduced to research writing and documentation beginning in the ninth grade, and these skills are sharpened and deepened each year. The basics of essay writing, outlining, citations and works consulted pages are practiced in ninth grade and carry through each year with research writing every year. Students learn to evaluate the sources being used and to use databases as well as print sources in their papers.

Overall, students excel because they are engaged in their learning—reading deeply and broadly, discussing authentically, and writing frequently for a wide variety of purposes. Students participate in writing workshops and competitions throughout the year and frequently win awards for their writing. We also challenge students by requiring an honors level speech course. Students compose many speeches of various sorts throughout the semester, moving from the planning and research stages to presentation. They are given many choices from content to presentation style. We also provide multiple extracurricular opportunities, such as poetry club and a competitive forensics team. Struggling students not only work with peer tutors but also receive individualized help from their instructors outside of class. Because writing is a common mode of learning and assessment, students’ needs are addressed individually since teachers can target particular needs through feedback and opportunities for revision. Active reading strategies are also taught, such as using post-its and annotating texts; furthermore, audio books and parallel texts are sometimes provided to help struggling readers.

3. Mathematics:

The mathematics curriculum at Madison Academic Magnet High School is a college preparatory curriculum in which all courses are Honors-level courses. Students must take Algebra I, Geometry, Algebra II and for the required fourth course select from the following: Advanced Algebra and Trigonometry, Pre-calculus, or Statistics. Many students opt to continue their mathematics education by enrolling in more than one of these classes or moving on to Calculus I and Calculus II. Dual enrollment classes are offered in Statistics and Pre-calculus. Students have the option of taking the AP Calculus A, or AB test.

Mathematical concepts are taught using a variety of instructional methods. In addition to traditional methods of teaching, hands on activities are used to enhance students understanding of concepts through the use of Algebra tiles, and other teacher created activities. Technology is use to enhance instruction through the use of TI-Nspire calculators which can be loaded with programs that allow students to explore relationships and concepts such as slope of a line, measures of angles in a triangle or functions of equations

and their related graphs. With a Promethean board in each math classroom, teachers utilize the technology to show video tutorials or other online resources to the entire class.

It is important at Madison Academic to address the needs of all students including both over- and under-performing students. Math teachers meet with students before school, after school, and even during planning to help those that need extra help. Common assessments are used in Algebra I to ensure a high level of achievement for all. Our high performing students serve as tutors to other students through an organized peer tutoring program where student tutors receive community service hours. Teachers group students in a variety of ways to enhance understanding for all. High performing students often work in groups on challenge problems while the teacher reviews material with other students. High performing students are encouraged to participate in the AMC Mathematics competition each year. Both under- and over-performing students are able to explore topics of interest in more depth through the completion of projects such as a statistics project where students collect, organize, and calculate statistical measures, a famous mathematician project where students gain an appreciation of mathematics history, or a creative project where students design a stained glass window and write the polar equations that will display their window on the graphing calculator.

4. Additional Curriculum Area:

The visual arts program serves as an environment for our students to realize their creative potential by providing personalized and rigorous learning. Students gain an appreciation for the value of the arts through creative opportunities utilizing experimental education thus contributing to the cultural enrichment of our school and our community.

Through the study of diverse musical styles, languages, meters and genres our chorus and instrumental music students learn an appreciation of other cultures and, thus, embrace a climate of diversity.

The theatre program includes the study of all eras of theatre which instills in the students an appreciation of history and civilization. Through scene study and play productions the students generate a team effort which helps with socialization and positive interaction with peers. These activities demonstrate to the students the importance of diversity, tolerance and working with others; life-long skills which will serve them well both personally and professionally.

As a department, the fine arts teachers collaborate on programs and assemblies. These efforts result in the students gaining self-esteem and pride in their accomplishments which will help them become productive citizens. The MAHS Fine Arts Department consistently works together to promote positive learning environments for our students as they seek to develop a life-long commitment to the arts. We strive to offer rigorous and exciting programs and honors curricula that meet and exceed the Tennessee State Standards.

5. Instructional Methods:

Madison administers learning styles surveys and interest inventories to entering freshmen during orientation. The results of this survey are collected on a spreadsheet and sent out to all Madison teachers. Teachers use this information, in addition to TVAAS predictions and information gained through personal interactions with students, to structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Catering to a wide variety of interest, cultural backgrounds and world knowledge, results in a more dynamic classroom interaction. Madison's teachers understand that their attitude is central in setting the scene for the acceptance of differences and that their personal investment in students' lives drives student engagement.

As an academic magnet high school, core courses are only available to students at an Honors-level. However, in those classes, teachers still address the below level learner, the at-level learner, and the above level learner. Modifications are made without sacrificing the rigor of the curriculum. Such modifications include grouping, online supplemental materials, peer tutors, audiobooks, use of visual aids, annotating text using post-it notes, graphic organizers, thinking maps, web quest, QR codes, choice boards, optional

assignments based on interest and performance levels, after school tutoring, pull-outs during mentoring, and multiple forms of technology.

Each classroom at Madison is equipped with a Promethean board, laptop, projector, and four student computers. There are four computer labs available to classrooms in addition to twenty-six computers housed in the library and three laptop carts which can be checked out for use in the classroom. Madison has four I-pods which are assigned to targeted, at-risk students. Students are allowed to use smart phone technology for teacher approved classroom activities. All math classes are equipped with a classroom set of TI-Nspire graphing calculators and all math teachers have the TI-Nspire software installed on their laptops. The math department shares a TI-Navigator and uses it regularly to download action-consequence documents to student handhelds. It is also used as a student-response system for formative assessment. Teachers in other departments also incorporate online student-response systems, classroom web pages, twitter, and blogs to encourage student interaction. Science courses use the AP Based Virtual Labs and Logger Pro data collecting devices with graphing software. Data collection devices include temperature, pressure and pH probes. During breakfast and lunch, students also have access to the Cyber Café where there are 4 laptops and a printer.

6. Professional Development:

Great teachers create great students and great schools. According to research, the most important school-related factor influencing student achievement is an inspiring and informed teacher. When planning school wide professional development, our focus is placed on active learning and content specific strategies. At Madison, we believe that teacher application of learned material and an overall coherence of staff development are crucial for systematic growth and development.

School level professional development is collaborative in nature and is usually presented by one of Madison's educational leaders. Professional development focuses on content knowledge, quality teaching, diverse learning needs, data-driven design, student learning environments and opportunities for creating student and family involvement. Topics are determined based on assessment data, teacher's instructional needs, parent/teacher surveys, district policy and current educational reform. New teachers are assigned a veteran colleague as a coach/mentor.

Teachers regularly attend district workshops to better prepare for educational reform such as EOC and Common Core. District sessions related to curriculum and technology are offered in the summer. While Common Core is a much more rigorous set of standards than the previously adopted state standards, they are the minimum standard at Madison. As a college preparatory school, Madison extends the curriculum beyond Common Core to maximize academic growth for all students.

As a community of life-long learners, Madison faculty accumulated over 2000 hours of professional development, outside of the required district training, in the last 5 years. Some of that training included teachers who attended AP workshops for calculus, statistics, European history, and English. Through participation in Oak Ridge STEM training, Vernier workshops, and TI-Nspire training sessions some teachers received STEM or TI-Nspire certifications. Other teachers have invested their time attending the Smokey Mountain Science Institute, Pickwick Energy Camp, Financial Planning Workshops, ACT workshops, The Counselors Institute, DNA Analysis Workshops, The Danti Workshop, The West Tennessee Writing Project, Speech and Drama Leagues Fall Workshop and the High Schools That Work Conference. In addition to participating in workshops, our teachers consistently serve as educational leaders in their field serving on the Tennessee Council of Teachers, the EOC Content Passage Review Committee, the TCAP Writing Assessment Scoring Committee, and the TCAP Writing Assessment Bias Review Committee. They also serve as Common Core Coaches, TI-Nspire Trainers for the state of Tennessee, and as presenters at the NCTE National Convention, the Tennessee Educational Technology Conference, and the National Council of Teachers of English National Convention.

7. School Leadership

Madison's administrative team functions under a servant-leadership philosophy and promotes a positive school culture with an emphasis on college readiness and life-long learning. Madison's chain of command is as follows: principal, assistant principal, Instructional Impact Team, Leadership Team, professional learning communities, and student organizations.

Madison's Instructional Impact Team includes the principal, assistant principal, instructional coach and three counselors. The IIT team meets regularly to discuss current issues facing the school, review data, and makes recommendations to the administration. The Leadership Team, made up of departmental leaders, serves as the underlying "voice" of the faculty and staff and meets monthly. Policies, relationships, and resources focus on student achievement from the aspect of these team members, ensuring all of the aforementioned are student centered. Policies are covered extensively the first week of school by all students, faculty, and staff. We feel this is the most effective way to set the tone for consistency throughout the school. Madison is data focused and data driven. Teams in the building inspect and discuss data results on a regular basis. As a result of this collaboration, findings are presented to the Professional Learning Communities (PLC) who in turn develop strategies for improving instruction and student performance.

Madison has a School Climate Team and a Student Government Association (SGA) where students develop strong leadership abilities and build positive relationships with the administration, faculty and student body. These groups provide students an avenue for expressing their concerns, feelings, and ideas to their peers before approaching faculty members.

All programs actively recruit a diverse representation of the student body. Students who struggle initially in the "academic arena" at Madison are paired early with peer tutors. Tutors are screened and strategically assigned in order to produce the most productive educational mentorship. This allows students to create positive relationships early on and become a successful part of Madison's community.

Madison is not a Title I school and therefore tangible resources are limited. These limitations have not encumbered "Team Madison" because the faculty continues to produce a one hundred percent graduation rate. Consisting of one principal, one assistant principal, one instructional coach, three counselors, and thirty-one teachers, Madison Academic Magnet High School has been identified as a Reward School for the last two years and continues to take pride its reputation for producing college-ready, life-long learners.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
 All Students Tested/Grade: 10
 Publisher: N/A

Test: N/A
 Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
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: 10th grade Geometry was not tested in Tennessee prior to 2013-2014.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 11
Publisher: Pearson

Test: Algebra II End -Of-Course
Edition/Publication Year: 2011

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	95	93			
% Advanced	35	32			
Number of students tested	54	96			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	0	0			
% of students tested with alternative assessment	0	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	92			
% Advanced	29	17			
Number of students tested	14	12			
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	84	89			
% Advanced	11	19			
Number of students tested	18	37			
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	97	95			
% Advanced	47	39			
Number of students tested	56	32			
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: 11th grade Algebra II was not tested in Tennessee prior to 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 9
Publisher: Pearson

Test: Algebra I-Tennessee End-of-Course
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	93	87	89	77	
% Advanced	61	59	57	37	
Number of students tested	132	122	124	125	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	80	85	68	
% Advanced	52	39	53	25	
Number of students tested	46	23	34	40	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	90	74	83	63	
% Advanced	53	41	45	22	
Number of students tested	58	46	40	59	
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	95	96	91		
% Advanced	68	72	62		
Number of students tested	62	67	73		
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: In 2008-2009, Tennessee did not administer the Pearson Algebra I End Of Course test. Prior to 2009-2010, all Tennessee Algebra I students took the Gateway Algebra I Exam. That data is included on a separate data sheet.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 9
Publisher: McGraw/Hill

Test: Gateway Algebra I
Edition/Publication Year: 2002

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced					97
% Advanced					66
Number of students tested					125
Percent of total students tested					100
Number of students tested with alternative assessment					0
% of students tested with alternative assessment					0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					92
% Advanced					40
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					95
% Advanced					54
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					98
% Advanced					76
Number of students tested					
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: In 2009-2010, Tennessee began administering a more rigorous Algebra I End of Course Test through Pearson. (See additional chart for 9th Math) For 2008-2009, State data was not available. School records reflect the above information, however, the number of students tested is not available. All qualifying sub-groups are represented.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Pearson

Test: Tennessee English II End of Course
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	95	95	90	85	
% Advanced	20	22	15	20	
Number of students tested	108	126	122	123	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	94	74	69	
% Advanced	25	25	14	9	
Number of students tested	26	16	42	35	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	88	95	82	78	
% Advanced	9	18	12	9	
Number of students tested	32	39	51	55	
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	100	95	100	90	
% Advanced	29	24	19	30	
Number of students tested	63	78	64	61	
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: In 2009-2010, Tennessee increased testing rigor and began administering the English II End of Course Test (Pearson). In 2008-2009, Tennessee used the English II Gateway Exam (McGraw/Hill.) That data is included on a separate table.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: McGraw/Hill

Test: Gateway English II plus writing
Edition/Publication Year: 2002

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced					99
% Advanced					84
Number of students tested					
Percent of total students tested					100
Number of students tested with alternative assessment					0
% of students tested with alternative assessment					0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					99
% Advanced					89
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					98
% Advanced					82
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					99
% Advanced					84
Number of students tested					
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: In 2010, Tennessee began administering a more rigorous End of Course Test through Pearson. (See additional chart for 10th Reading/ELA)
The state did not have data from 2008-2009 available, however, school records reflect the above information. The number of students tested is not available. All qualifying sub-groups are represented.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: Pearson

Test: Tennessee English II End-of-Course
Edition/Publication Year: 2011

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Dec	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	82	82			
% Advanced	47	35			
Number of students tested	118	119			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	0	0			
% of students tested with alternative assessment	0	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	88	85			
% Advanced	42	15			
Number of students tested	24	20			
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	85	74			
% Advanced	35	15			
Number of students tested	34	46			
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	91	90			
% Advanced	51	47			
Number of students tested	76	70			
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: Tennessee did not test English III prior to 2012-2013. English III was piloted in 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 9
Publisher: Pearson

Test: English I Tennessee End-Of-Course
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	93	98	98	89	
% Advanced	28	28	22	18	
Number of students tested	135	120	121	121	
Percent of total students tested	100	99	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	86	91	94	74	
% Advanced	12	9	12	18	
Number of students tested	50	23	34	38	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	90	91	95	80	
% Advanced	20	22	13	9	
Number of students tested	60	45	38	56	
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	97	99	99	98	
% Advanced	39	32	25	28	
Number of students tested	65	66	72	60	
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: Prior to 2009-2010, Tennessee did not administer the English I EOC (Pearson). Data for 2008-2009, English I Gateway Exam is included on a separate data sheet.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 9
Publisher: Pearson

Test: Tennessee Gateway Exam
Edition/Publication Year: 2002

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced					99
% Advanced					84
Number of students tested					
Percent of total students tested					100
Number of students tested with alternative assessment					0
% of students tested with alternative assessment					0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					100
% Advanced					91
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					98
% Advanced					82
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					100
% Advanced					84
Number of students tested					
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: Tennessee began administration of the Tennessee End-of-Course Exam in 2010-2011. The state did not have the 2009-2010 data available. School records reflect the above data, however, the number of students taking the test and in each subgroup for the Gateway English I was not available.