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

Official School Name Martin Luther King Jr Magnet- Pearl High School
(As it should appear in the official records)

School Mailing Address 613 17th Ave North
(If address is P.O. Box, also include street address.)

City Nashville State TN Zip Code+4 (9 digits total) 37203-2816

County Davidson County State School Code Number* 456

Telephone 61532984002000 Fax 615-329-8163

Web site/URL http://www.mlkmagnet.mnps.org/site15.aspx E-mail Angela.Carr@mnps.org

Twitter Handle _____ 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. Jesse Register E-mail: jesse.register@mnps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Davidson County Tel. 615-259-8400

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. Cheryl Mayes, cheryl.mayes@mnps.org
(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):
   - 73 Elementary schools (includes K-8)
   - 40 Middle/Junior high schools
   - 26 High schools
   - 0 K-12 schools
   - 139 TOTAL

SCHOOL (To be completed by all schools)

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

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 1 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	57	76	133
8	104	102	206
9	140	147	287
10	101	106	207
11	97	74	171
12	86	98	184
Total Students	585	603	1188

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
12 % Asian
40 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
44 % White
0 % 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: 1%

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 ***to*** the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred ***from*** 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)]	17
(4) Total number of students in the school as of October 1	1188
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Number of non-English languages represented: 0
Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 29 %

Total number students who qualify: 347

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: 2 %
28 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.

4 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
1 Deaf-Blindness	1 Specific Learning Disability
5 Emotional Disturbance	0 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
4 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	3
Classroom teachers	55
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	38

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%	97%	97%	96%	97%
High school graduation rate	100%	100%	100%	99%	99%

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	170
Enrolled in a 4-year college or university	98%
Enrolled in a community college	2%
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

Martin Luther King, Jr. Academic Magnet School (MLK) is Nashville's first secondary magnet school for grades 7-12. It resides in the original building of the historical Pearl High School, one of the first African American high schools in Tennessee. In a reorganization of schools in 1986, Pearl High School consolidated with Cohn High School and began meeting at a different location, leaving a building for the newly formed Martin Luther King, Jr. Academic Magnet School. The school is located in the inner city and is bordered by the renowned Meharry Medical College and Fisk University. The school was designed to attract a voluntary cross section of academically talented students from diverse backgrounds in Metropolitan Nashville-Davidson County. The school began with grades 7-9, added a grade each year, and graduated the first class in 1990. MLK quickly became an appealing choice for students interested in advanced studies in mathematics and science and has since boasted a long waiting list for acceptance each year. MLK is consistently ranked as one of the top schools in the nation by U.S. News & World Report and Newsweek. MLK has been recognized by the state of Tennessee as being a Reward School for academic performance and academic growth in 2012 and for academic performance in 2013.

The mission of MLK is to prepare students with proven academic talent for post-secondary study through a highly challenging curriculum that emphasizes science and mathematics. This mission is driven by the vision of MLK, which is as follows: Motivated students, teachers, parents, and staff at MLK meet academic challenges in a supportive and collaborative environment. The MLK experience encompasses a positive and safe school climate, strong traditions, and links to the greater Nashville community. MLK empowers students to achieve their highest potential, to become continuous learners, to be creative, and to demonstrate respect and personal integrity. The parents are full partners in the school experience with a commitment with school staff to model the traits needed for academic and personal success. MLK facilities and equipment include all the necessary tools, resources, and technologies that provide an exemplary preparation for college and life.

The current MLK student completes six years of advanced mathematics and science courses, designed to give students a competitive edge in college and beyond. However, all courses at MLK are rigorous and academically challenging. Students have the opportunity to earn credit in 24 different Advanced Placement (AP) courses at MLK.

Any student who meets academic requirements and whose parent or guardian is a Davidson County resident may apply to attend MLK during a fall application period. Students must have an academic average of 85 or above for both the spring semester of the previous school year and the first grading period of the current year, with no failing grades for any grading period. TCAP test scores for reading and mathematics must be advanced or proficient in both. A random drawing from the application pool is held each January, and selected students enroll in August. Additionally, students at two middle schools, Head and Rose Park, who meet the academic requirements of MLK have an automatic pathway into the school. Head students may enter the school in grades 7, 8, or 9, and Rose Park students can enter in grade 9.

Currently, the total enrollment in grades 7-12 is 1,188. The student population is ethnically and socially diverse, with MLK students representing over 63 countries of origin and the following racial groups: Black or African American (39.9%), Asian (11.6%), Caucasian (43.8%), Hispanic (4.3%), American Indian or Alaska Native (0.3%), and Native Hawaiian or Other Pacific Islander (0.2%). Additionally, 29% of the students are classified as Economically Disadvantaged. Approximately 51% of the student body is female, and 49% is male.

There are 60 full-time certificated staff members, two-thirds of whom have 10 years or more of teaching experience. Additionally, over 80% of faculty members hold advanced degrees, and 5 staff members have National Board Certification.

Students at MLK have the opportunity to participate in numerous extracurricular activities, including sports, music, and interdisciplinary clubs and programs. Some of these clubs and programs, such as Model UN,

Beta Club, Black Achievers, Smart Start, the National Honor Society, the Science Honor Society, the world language honor societies, and Mu Alpha Theta, are designed to enrich the educational experience. Others are based on students' interests. All of these activities, along with many others including the all-school read, Pennies for Patients, the Mayor's 5K Race, and the new health and fitness center, foster a sense of community among faculty, students, and parents. Additionally, there are many rich traditions that draw the student body and community together including Homecoming, the alumni basketball game, and the Pearl Alumni Archives viewing room. As a result of the school's academic achievement and health-based initiatives, the First Lady of the United States chose to give the 2013 commencement address at MLK.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

When analyzing the school data, it is important to note that the state of Tennessee changed the levels of proficiency as well as the standards in all tested areas except social studies in the 2009-2010 academic year. This resulted in far fewer students scoring at an advanced level on state tests. Currently, student scores on tests fall into one of four categories in all tested areas except social studies: advanced, proficient, basic, or below basic. Because MLK is an academic magnet school, there is an expectation that all students achieve a level of proficient or advanced on all state tests. Additionally, it is expected that all students show value-added gains from one year of testing to the next.

All students at MLK in grades 7 and 8 take TCAP tests. Also, students enrolled in Algebra I and II; English I, II, and III; Biology I; and U.S. History take end-of-course tests. Because assessments in Algebra II and English III have been recently added to the tests that are mandated by subject or grade level, there is less than five years of data available for these subjects. Also, students enrolled in AP courses were exempted from taking state end-of-course tests (i.e., English III, Biology I, U.S. History) beginning in the 2012-2013 school year. For more information on Tennessee testing, please see the following web site: http://www.state.tn.us/education/research/index.shtml.

Reading/Language Arts/English
In analyzing the most recent school data for grades 7 and 8, it can be observed that 89.4% of the students scored proficient or advanced, which is down slightly from the previous year's 90.5% scoring proficient or advanced. Also, the most recent year's testing shows no achievement gaps (>10 percentage points) between all students taking the test and any subgroups. However, gaps were found between all students and the Hispanic students in the prior year and in all students and economically disadvantaged students in 2010-2011. In order to address these gaps, the middle school teachers have been focusing more on individual benchmark test scores throughout the school year and providing remediation for students as needs arise. Additionally, because middle school students have had a common advisory period for the past two years, teachers have been able to pull students who need additional assistance several days per week for one-on-one or group tutoring.

In the areas of English I, II, and III, the percentages scoring proficient or advanced in the most recent year's testing have been 99.1%, 96.4%, and 89.6%, respectively. Additionally, there are no achievement gaps between all students tested and any subgroup. However, teachers in these subjects continually monitor students' individual progress and provide remediation in order to ensure mastery of all standards.

Mathematics
In analyzing the most recent school data for grades 7 and 8, it can be observed that 88.9% of students scored proficient or advanced, which is up slightly from the previous year's 88.4% scoring proficient or advanced. Additionally, it should be noted that gifted students who are enrolled in Honors Algebra I do not take this TCAP assessment, instead taking the Algebra I end-of-course assessment. In the most recent year of testing, there was an achievement gap between all students and the Black subgroup. Additionally, in 2010-2011, there was an achievement gap between all students and both the Black and Hispanic subgroups as well as the economically disadvantaged subgroup. There was no achievement gap in the 2011-2012 school year. To address the gaps, a summer remediation program called Math Boost was offered for students who needed additional work to strengthen their mathematics skills. Additionally, a mathematics intervention class was added for eighth grade students who needed more help to develop foundational skills. Teachers continually focus on the benchmark scores of individual students in order to ensure content mastery.

In the areas of Algebra I and II, the percentages of students scoring proficient or advanced in the most recent year's testing were 100% and 94.1%, respectively. No achievement gaps exist between any of the subgroups tested in these areas. However, teachers in these courses provide numerous opportunities for extra assistance for students throughout each year in the form of study guides, study sessions for tests, and individual tutoring to ensure mastery of all content. Additionally, there are plans to add summer school

courses in Algebra I, geometry, and Algebra II for students who need additional assistance in these areas before progressing to the next course.

2. Using Assessment Results:

MLK uses many different forms of assessment data in order to improve student and school performance. We hold great value in the data available from TCAP testing, DEA (benchmark) testing, TVAAS (value-added, or growth) data, individual student growth scores, diagnostic testing within departments, AP Potential reports, and AP Planning Reports. MLK teachers have access to all students' TCAP and end-of-course test scores though the district's Data Warehouse. That which is not readily accessible may be obtained by simply requesting information from administrators or the school's data coach. Teachers use this data to guide instruction and make informed decisions on which standards need to be more strongly emphasized or reinforced in later instruction. Teachers at MLK also make extensive use of DEA (Discovery Education Assessment) results. The DEA is a "practice" TCAP test that is given three times throughout the course of the academic year to gauge student understanding in reading and mathematics. These results are available to teachers online through the Data Warehouse or the Discovery Education Website. Teachers use DEA scores to help them determine the standards on which they should focus their instruction. They also utilize these scores to guide after school tutoring or other remedial efforts before the TCAP assessment. TCAP assessment data is also used to help place students in an environment for them to be most successful. For example, eighth grade students whose seventh grade TCAP scores indicate a need for further remediation in mathematics (e.g. by a score below "Proficient") are placed in an additional "Intervention Mathematics" course to ensure their mastery of appropriate concepts.

In addition to the TCAP, students are strongly encouraged to take the PSAT beginning in eighth grade. The data from these tests are used to determine strengths and weaknesses of individual students as well as to suggest appropriate course placement and to encourage enrollment in AP courses. Additional data from the Explore test (the eighth grade version of the ACT), the PLAN test, and the ACT are used to monitor student progress and to determine areas in which remediation is needed.

Administrators and teachers at MLK try very hard to ensure that students, parents, and other stakeholders have as much information as possible about assessment results. Student TCAP results are given to students and sent home to parents. Counselors personally explain TCAP results to students or parents when requested, and an instructional PowerPoint guide to help parents interpret the data is provided on the MLK website when scores are sent home. DEA results are provided to students and are explained by the teachers of the relevant subjects so the students can understand their strengths and weaknesses. All available assessment data are routinely shared with parents as a part of conferences.

In an attempt to make grades more accessible and meaningful to parents, grades are posted online via the GradeSpeed program, allowing students and parents to access course grades at any time. In addition, middle school teachers at MLK use a "Standards Based Grading" system in which all assignments and assessment items are tied to specific standards, which are indicated in the information for each assignment for the quarter. Grading categories are related to specific standards, rather than assignment types, so that stakeholders can see, even at a glance, how course grades correlate to the understanding of specific concepts. This allows students to concentrate additional efforts on standards that they have not yet mastered. Additional information regarding assessments and other topics are sent out through a large scale e-mail system, developed by one of MLK's alumni, called EVRITS, which is accessible by all faculty members and administrators. Also, progress reports are sent in the middle of each quarter for stakeholders to review, and the administration makes use of a phone "call out" system to notify stakeholders of important school-related information.

Teachers constantly analyze data from standardized and teacher-designed assessments to identify strengths and weaknesses both in student performance and instruction. For example, a review of the previous year's data is done by the entire faculty at the beginning of each school year, and DEA data is analyzed throughout the school year. Teachers have their students review their Discovery Education Assessment data and set goals according to their strengths and weaknesses three times a year before the official state test is given.

Teacher collaboration is highly encouraged and practiced. Teachers in various departments meet frequently to align the 7-12 curriculum and to create collaborative lesson plans, both within and among departments. Instruction is designed to meet the needs of a diverse student body with varied learning styles. Apart from direct instruction, this includes project-based learning, cooperative groups, and in-depth research projects (group and individual).

3. Sharing Lessons Learned:

MLK consistently has teachers who are recognized for both their content knowledge and their pedagogical expertise. As a result, teachers are called upon both within and outside the school to share their strategies for success.

Within the school, a number of professional learning communities are led by MLK teachers. For example, teachers have shared their own successes with standards-based grading, project-based learning, culturally-sensitive instruction, and numerous other research-based instructional strategies. Our school media specialist presents monthly Mini TeachMeet sessions on incorporating technology into classroom instruction. MLK teachers also serve as practicum advisors as well as student teacher mentors for area universities.

Outside the school, MLK teachers also share their expertise with the education community. Several of our faculty members have served as consultants for the College Board and have facilitated both one-day and week-long institutes on AP English Literature and European History. One of our teachers is currently serving as an adjunct instructor at Vanderbilt University for the social studies methods course for pre-service teachers. Another social studies teacher is serving on the district's advisory board for the capstone seminar and is working with other teachers in the district to revise and refine the course. English department faculty members have made presentations both individually and as a team at state and national English conferences.

MLK teachers also share their expertise in the science, technology, engineering, and mathematics disciplines. One of the school's Algebra I teachers sends her course outline to the other teachers in the district as a model instructional plan. Another mathematics teacher has worked with the Tennessee State Department of Education to develop the new dual credit College Algebra course (Advanced Algebra and Trigonometry) and to train teachers across the state in methods to teach students enrolled in the class. One of the teachers in the mathematics department serves as a candidate support provider (mentor) for other teachers in the state who are seeking National Board Certification. One of our science teachers was chosen to participate in the Sally Ride Institute and collaborate with other science teachers there.

Our world language teachers also share best practices with other teachers. Our Chinese teacher helped to begin the Chinese language program in the district and shares her lessons and strategies with others who are developing their programs. Other world language teachers have graded free-response questions for the College Board and have subsequently used this experience to share with their colleagues.

4. Engaging Families and Community:

MLK shares strategies for student success and school improvement with families and communities in a number of ways. In addition to using the GradeSpeed program, the school leadership, in collaboration with the PTSA, sends out a weekly newsletter containing a calendar of events, highlights of student and faculty successes, and other school-related information.

Each year, the school hosts a number of days in which parents and prospective students can tour the school with a student ambassador. Once students are admitted to the school, a parent meeting is held where parents can learn about the school's course offerings, extracurricular activities, and expectations for student success. For parents of students in the middle school, Parents Encouraging Parents (PEP) meetings are held once per month in order to give parents tools for helping their students be successful throughout their academic careers.

Each quarter, the school holds an awards assembly to recognize students who are on the honor roll or who have received special recognition in academic, athletic, and other extracurricular endeavors. Parents and community members are invited to attend these assemblies to celebrate in the successes of members of the school community.

The counseling department works with all students and their parents to communicate standardized test scores as well as ways for students to be successful. Each year, a number of colleges set up tables to inform students of their many postsecondary opportunities, and an Advanced Placement fair is held to inform the school community about course offerings and requirements. The senior counselor works with juniors and seniors and their parents throughout each school year to promote scholarship opportunities, highlight senior students and their achievements, and guide families through the college application and financial aid process.

A number of other partnerships exist between the school and the community. For example, the coordinated school health team, in coordination with the YMCA and other community partners, has worked to include only healthy snacks in the vending machines, to provide tips for healthy living, and to bring a new fitness center to the campus to promote lifetime wellness. Also, partnerships with local hospitals and universities have provided students with opportunities to work in laboratories with researchers and to present their work at the national level. As a result of these partnerships, MLK has had a student recognized for outstanding work by the Siemen's Corporation for the past five years.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Most courses offered at MLK are high school credit, honors, or AP courses. As MLK houses both middle and high school, students are prepared in seventh grade for the rigorous curriculum they should expect at both the high school and college levels. Several high school credit courses are offered in middle school, and courses in most academic departments are offered through the AP level. MLK offers a total of 24 AP courses during the school day, and students may choose to take AP exams in other classes which they study outside the school day. Although most courses are offered each year, some are available only in consecutive years due to student demand. Students must earn at least 22.5 credits in order to graduate.

In grades 7 and 8, all students take English/language arts (ELA), science, mathematics, social studies, and a world language. Additionally, all middle schools students attend a weekly advisory session, which includes social and emotional learning, plus daily rotation classes including health and physical education. Gifted students have the opportunity to earn high school mathematics credits in seventh (Algebra I) and eighth grades (Algebra I or geometry). Additionally, all students have the opportunity to earn high school credits in physical science and a world language by the end of eighth grade.

Students at MLK are required to earn four English credits for graduation. The courses which are offered are Honors English I, II, and III; AP Language and Composition; and AP Literature and Composition. Journalism is offered as an elective. Social studies courses offered to students include honors and AP World History, AP Human Geography, AP European History, honors and AP U.S. History, personal finance, AP Economics, AP Government, AP Psychology, and a capstone seminar. Some students choose to study AP Comparative Politics during the common lunch period.

Each student takes at least one mathematics class per year. Classes offered include Honors Algebra I and II, honors geometry, honors pre-calculus, AP Statistics, AP Calculus AB and BC, AP Computer Science, and multivariable calculus (a course beyond the AP level). Also, seniors who need to strengthen their Algebra I and II skills before college may take dual credit college algebra/advanced algebra and trigonometry. Students who take this course and pass a state test at the end of the year may be awarded college algebra credit at public colleges and universities in Tennessee. The science department offers honors biology, chemistry, and physics as foundational courses. Additionally, students may choose to study AP Biology, AP Chemistry, AP Physics B, AP Environmental Science, or honors anatomy and physiology as electives. MLK also offers four years of engineering courses through Project Lead the Way and boasts state-of-the-art laboratory facilities for students in these classes.

MLK offers five levels, including AP, of courses in Chinese, French, German, Latin, and Spanish. Students are required to have a minimum of two consecutive credits of the same world language in order to graduate. In line with university expectations and global opportunities, MLK students are strongly encouraged to continue to advanced levels of language study. The fine arts core courses are beginning band, concert band, wind ensemble, string orchestra, AP Music Theory, and music appreciation. Visual art courses include Art I, II, and III, and AP Studio Art. For graduation purposes, the state of Tennessee requires one credit each of fine arts, lifetime wellness and physical education. Students earn the latter via Physical Education I and II or by courses in personal fitness and nutrition and lifetime activities.

2. Reading/English:

The Language Arts curriculum demonstrates a robust response to the stated mission of preparing "students with proven academic talent for post-secondary study through a highly challenging curriculum…" As part of a magnet school housing middle and high school students, the English department tailors the scope and sequence to encompass a full six-year program that looks to AP English Language in the junior year and AP English Literature in the senior year as its capstones. Although student participation in the AP courses ranges from 70% in the junior year to more than 50% in the senior year, it must be emphasized that all students receive exemplary training in literature and composition through honors offerings at each secondary

level. Scores on the AP Language and Literature tests are consistently high (averaging a pass rate of nearly 90% for the last five years) indicating the success of vertical teaming from the seventh grade forward.

Literary study at each level incorporates texts appropriate to the grade and to the Common Core Standards, including the literary works of a generally accepted canon (plays of Shakespeare, for example) and informational texts such as nonfiction and biography (The Immortal Life of Henrietta Lacks, for example). Close reading and analytical skills are emphasized at each level and assessed formally and informally through discussion and a variety of written responses. Attention is given to the preparation for multiple assessments required by the district and the state, such as TCAP and EOC. Middle school students with reading deficits are successfully identified for particular attention and demonstrate improvement as shown by scores in their high school courses and on the ACT (26.5 composite average in 2012).

Collaboration and collegial conversations take place formally and informally, both on and off campus. Teachers have used professional days to work on alignment of curriculum. The department includes teachers selected by the College Board as consultants, a teacher who shares her expertise as a reading specialist, and teachers who edit literary journals and create standardized handbooks for grammar for tenth-graders. Evidence of the successes and cohesiveness of the department include group presentations at state conferences (Tennessee Council of Teachers of English, 2011-2013) and individual presentations on the national level (National Council of Teachers of English, 2010-2013). All-school fishbowl discussions of an all-school read have taken place the last two years with growing success and prospect of becoming an established tradition at MLK.

3. Mathematics:

MLK's unique seventh through twelfth grade structure allows the school to address the needs of both the gifted and under-performing students. Incoming students are assessed based on their standardized test scores, classroom grades, and their results on a readiness assessment. This creates an environment where high-performing students can begin taking Honors Algebra I as early as the seventh grade.

Seventh grade students who do not take Algebra I are challenged by taking a course that is taught using the accelerated seventh grade mathematics program outlined in the Common Core curriculum. This allows most of the students to take Algebra I in the eighth grade. For the eighth grade students who are still not ready for the high school curriculum, MLK offers a course that is focused on preparing them for high school coursework. In addition, standardized test data is used to identify students who need still more remediation, and those students are placed in an intervention class designed to fill gaps in knowledge so that they can also be successful in high school.

After the required high school coursework of Algebra I, Geometry, and Algebra II, students are offered a variety of courses designed to fit their academic needs and career goals. While most students enroll in pre-calculus and either AP Calculus AB or BC or AP Statistics, other students who need more foundational work take advanced algebra and trigonometry, a course in which they can earn college algebra credit by passing a state test at the end of the year. For the most gifted students, MLK has developed a multi-variable calculus course with the aid of a Vanderbilt University mathematics professor.

Instructors of all mathematics courses use a balanced math approach that teams direct instruction with problem solving. Teachers use project based learning to help engage students and provide meaning to mathematical concepts. Instructors balance computational fluency with the use of technology to aid in the acquisition of twenty-first century skills.

This historically successful program has resulted in 100% of our students scoring Advanced or Proficient on the Algebra I End of Course exam and 94.2% of our students scoring Advanced or Proficient on the Algebra II EOC. The achievement gap for economically disadvantaged and minority students was less than 3%. By the time that students take the ACT in their junior year, 84% are scoring at or above the benchmark for college readiness.

4. Additional Curriculum Area:

The mission at MLK, "to prepare students with proven academic talent for post-secondary study through a highly challenging curriculum that emphasizes science and math," highlights the importance of the diverse disciplines of the sciences. MLK offers a total of ten science classes, eight at the high school level. Four of the high school classes are AP courses, and the remaining are honors-level courses. Students at MLK are required to take a science course each year of their enrollment, and many of the students double their science course load beginning in their sophomore year to prepare for science-related college majors and careers. Laboratory experiences are integral aspects of each course to ensure an in-depth understanding of the concepts that are studied.

Based on the school's vision of "strong traditions and links to the greater Nashville community," the science department reaches out to community as partners in students' research experiences. Because the school is located in the heart of downtown Nashville, we have a variety of nearby colleges and universities with whom we can work. Tennessee State University's Science Department and Fisk University are two of our Pencil Partners who depend on us to house their student teachers. Vanderbilt University's Association of Biology Students provides volunteers weekly to tutor students at our school in all levels of science. Additionally, the district has a joint venture with Vanderbilt University Medical Center whereby some of our students participate in the School for Science and Mathematics at Vanderbilt (SSMV). This program allows a select group of students to miss one day of school per week throughout their high school careers to participate in various fields of research-based science at Vanderbilt University. This partnership has been in place for approximately ten years, and several of our student participants have publications in the Young Scientists Journal, a publication to recognize the outstanding achievements of high school students.

Another focus in the area of the sciences is engineering. Students have the opportunity to take four years of pre-engineering courses in areas such as industrial and civil engineering, and they also can work in a laboratory with state-of-the art computer software and other equipment. As a result of the students' work in engineering courses, students who participated in the Nashville Project-Based Learning Expo during the past school year received the highest rating of gold.

5. Instructional Methods:

MLK's faculty is dedicated to offering research-based instructional methods to address the needs of the diverse student body. Throughout the school, all stakeholders work together towards the common goal of preparing students for successful post-secondary study through students' mastery of content knowledge and skills in a highly challenging learning environment. To these ends, courses offer students opportunities to work independently as well as collaboratively. Students are given multiple opportunities to demonstrate mastery through both formative and summative assessments in every form from written assessments and exit tickets to research-based capstone presentations and classroom discussions. Teachers strive to help students move beyond simply providing the right answers to teacher-generated questions and assignments to a place where they are able to formulate their own questions and are discovering answers to those questions through their own sound judgment and reasoning. The faculty works diligently to help students develop a discerning eye to select and transform information, construct hypotheses, and make expert decisions.

Teachers' instructional methodologies are informed by professional development in research-based strategies such as Gardner's multiple intelligences theory, Marzano's work with standards-based assessment and vocabulary, cooperative learning frameworks of Spencer Kagan and Elizabeth Cohen, the Buck Institute's project-based learning model, social emotional core competencies from CASEL, Keith Curry Lance's studies on collaborative planning, and Jerome Bruner's work with spiraling curriculum to name a few. Student assessment data (i.e., DEA, TCAP, PSAT, ACT, etc.) is also utilized to improve teaching and learning practices as well as to dictate the school's master schedule offerings.

With Common Core/PARCC testing on the horizon, MLK has made great strides not only to integrate more technology into instruction but has also made improvements to the schools' digital infrastructure in order to better address the technological needs of our students. Part of this upgrade has involved the planned

upgrade of the school's Language Lab with new technology and resources. This lab enables students to self-pace and self-evaluate their own language acquisition which is particularly exciting given that MLK offers five different world languages at five different levels in its course offerings.

The school also employs a variety of technology (we have eight (8) mobile lab carts that each house 30 laptops) and Web 2.0 resources such as Blackboard, Edmodo, Socrative, subscription databases, LibGuides, and Khan Academy along with other flipped classroom resources (e.g., Screencast-O-Matic) to differentiate and supplement the diverse learning needs of our students.

6. Professional Development:

Professional development engagement at MLK is vital to teacher effectiveness and student academic success. MLK embraces professional learning communities (PLCs) as a research-based method for aligning teachers and professional development expectations. Professional development efforts at MLK are multi-faceted as they embody the entire faculty, individual, and small and large groups. For the past five years, MLK has benefited from a consulting teacher who coordinates professional development efforts, provides additional support to teachers, and analyzes, utilizes, and communicates data results.

Ultimately, all professional development involvement is designed to further the academic success of the students at MLK.

Because our district has a focus on literacy, our faculty has received training on effective implementation of literacy across the curriculum. Additionally, members of our faculty and administration created a literacy calendar based on the most recent year's test results and designed methods for communicating the calendar to teachers, students, and parents. To ensure effective implementation of other district initiatives, the district also requires a variety of professional development in areas such as Project Based Learning, the Common Core Curriculum, and Grading for Learning.

Many teachers present instructional and assessment strategies at the school and district levels. Additionally, teachers regularly attend and present sessions at state and national association conferences. Individual teachers share instructional strategies in the form of faculty presentations, Mini-TeachMeet sessions on incorporating technology into classroom instruction, instructional vertical alignment, mentoring student teachers, and observations from university practicum students.

AP teachers participate in professional development in order to become better equipped to implement the access and equity policy of College Board. Consequently, more minority students at MLK are taking AP courses and exhibiting success. Additionally, AP course offerings have increased in recent years.

All teachers participate in faculty professional development activities designed to interpret, analyze, and communicate data results from the most recent school year. Additionally, teachers use benchmark test results throughout the school year to analyze current student knowledge and subsequently refine instruction and target students in need of remediation.

While middle school teachers have a time for common planning, high school teachers do not have this time incorporated into the school day. Teachers without common planning opportunities are challenged to find time for instructional vertical alignment and other aspects of collective planning and dialogue. In order to address this issue, teachers often arrive early to school or stay after school to meet with colleagues regarding planning and other instructional decisions.

7. School Leadership

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character- that is the goal of true education." –Martin Luther King, Jr.

Our school community carries forward the legacy of Dr. King by working together in a collaborative environment that focuses on learning, leadership and linkages. The leadership philosophy derives from the interaction of three focal points: (1) providing a continuum of high quality learning experiences from which all students achieve and grow in academics, social, and emotional areas, (2) empowering teachers to serve as leaders and decision-makers within the faculty, (3) forging partnerships within the broader community so that our students and teachers link the learning within our school to the broader contexts and resources available in real-world settings.

MLK's success is demonstrated in a number of quantitative ways. For example, 98% of our graduates matriculate to four-year colleges or universities and 2% attend community colleges. The average ACT score is 26.5, and students are recognized as National Merit semi-finalists each year. Millions of scholarship dollars are awarded to MLK graduates annually.

Such success does not come by chance. It is brought about through the continuing focus of collaborative teacher teams and administrators who jointly make decisions about curriculum and instruction. Since the school serves grades 7-12, teachers have the opportunity to examine first-hand the impact of teaching strategies on student achievement in rigorous courses in each content area. Guidance counselors are an integral part of the teams, supporting teams in developing plans for students that reflect understanding of the assessment data as well as student interests and needs.

Chairpersons serve as facilitators for meetings to examine evidence of student growth in academic, social and emotional areas, and to develop action steps that address gaps in performance. Teams at the middle school level (7th and 8th grade) as well as content area teams (7th through 12th grade) come together regularly to look at student work, examine data trends, plan interdisciplinary projects, and develop interventions. Chairpersons identify professional development needs within their teams, find resources to address these needs within the team, or bring these needs to the Leadership Team to be addressed school-wide. The Leadership Team, which includes department heads, teachers and administration, meets monthly to assess implementation of school improvement strategies, professional development needs, resources and concerns that impact the total school community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: Algebra II (End of Course)
All Students Tested/Grade: 11
Edition/Publication Year: 2013
Publisher: Tennessee Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	94	88			
% Advanced	52	51			
Number of students tested	188	206			
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	91	87			
% Advanced	35	31			
Number of students tested	54	55			
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100			
% Advanced	50	0			
Number of students tested	2	3			
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	89	90			
% Advanced	56	30			
Number of students tested	9	10			
5. African- American Students					
% Proficient plus % Advanced	90	85			
% Advanced	39	36			
Number of students tested	71	82			
6. Asian Students					
% Proficient plus % Advanced	97	100			
% Advanced	60	86			
Number of students tested	30	21			
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	0	67			
% Advanced	0	0			
Number of students tested	0	3			
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	100	0			
% Advanced	100	0			
Number of students tested	1	0			
9. White Students					
% Proficient plus % Advanced	97	89			
% Advanced	58	59			
Number of students tested	77	91			
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: Due to the accelerated math program at Martin Luther King, Jr. Academic Magnet High School, students enrolled in the 8th-12th grade can be enrolled in Algebra II. The math skill level of each student determines when each student will be enrolled in Algebra II.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TCAP (Tennessee Comprehensive Assessement Program)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Tennessee Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	94	92	79	76	100
% Advanced	60	42	43	40	93
Number of students tested	180	193	167	186	193
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	87	93	71	68	100
% Advanced	49	41	40	22	80
Number of students tested	37	61	48	50	39
2. Students receiving Special Education					
% Proficient plus % Advanced	50	83	50	40	100
% Advanced	50	0	0	40	100
Number of students tested	2	6	4	5	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	88	83	75	67	100
% Advanced	63	33	25	11	100
Number of students tested	8	6	4	9	7
5. African- American Students					
% Proficient plus % Advanced	86	90	61	64	100
% Advanced	32	36	26	22	85
Number of students tested	44	70	61	69	74
6. Asian Students					
% Proficient plus % Advanced	100	100	95	92	100
% Advanced	91	67	71	67	100
Number of students tested	23	27	21	24	21
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	100	0	100	100

% Advanced	0	100	0	100	100
Number of students tested	0	1	0	2	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	91	89	82	100
% Advanced	65	38	48	50	97
Number of students tested	105	89	81	82	89
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: Tennessee Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	85	86	76	76	100
% Advanced	54	59	49	44	83
Number of students tested	217	183	198	199	191
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	81	76	63	63	100
% Advanced	55	48	30	33	85
Number of students tested	75	50	57	49	54
2. Students receiving Special Education					
% Proficient plus % Advanced	75	75	83	100	100
% Advanced	25	25	33	0	100
Number of students tested	4	4	6	1	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	78	83	100
% Advanced	40	100	22	33	90
Number of students tested	5	3	9	6	10
5. African- American Students					
% Proficient plus % Advanced	76	71	62	60	100
% Advanced	49	33	32	29	74
Number of students tested	86	69	766	79	72
6. Asian Students					
% Proficient plus % Advanced	100	100	93	96	100
% Advanced	77	92	76	74	100
Number of students tested	26	24	29	23	17
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	100	100

% Advanced	0	0	0	0	100
Number of students tested		0	0	2	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	100	0	0
% Advanced	0	0	100	0	0
Number of students tested	0	0	1	0	0
9. White Students					
% Proficient plus % Advanced	89	93	83	85	100
% Advanced	54	69	58	52	86
Number of students tested	100	87	81	89	90
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
All Students Tested/Grade: 9
Publisher: Tennessee Department of Education

Test: Algebra I End of Course (EOC)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	99	93	95
% Advanced	81	90	80	51	0
Number of students tested	127	89	96	99	84
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	97	100
% Advanced	82	81	84	50	0
Number of students tested	50	37	38	30	16
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	50	0
% Advanced	40	100	100	0	0
Number of students tested	5	4	1	2	0
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	33	100
% Advanced	100	80	50	0	0
Number of students tested	5	10	6	3	2
5. African- American Students					
% Proficient plus % Advanced	100	100	98	95	95
% Advanced	77	93	79	43	0
Number of students tested	64	42	47	58	42
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	75	100	67	0
Number of students tested	8	4	5	3	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	100	0	100	100
% Advanced	100	100	0	100	0

Number of students tested	1	1		1	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	94	94
% Advanced	81	91	84	65	0
Number of students tested	49	32	38	34	34
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: Due to the accelerated math program at Martin Luther King, Jr. Academic Magnet High School, students enrolled in the 7th-10th grade can be enrolled in Algebra I. The math skill level of each student determines when each student will be enrolled in Algebra I.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Tennessee Department of Education

Test: English II (End of Course)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	96	100	98	99	100
% Advanced	33	46	26	48	0
Number of students tested	194	205	188	199	210
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	93	100	99	97	100
% Advanced	21	34	22	30	0
Number of students tested	56	56	69	33	41
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	25	25	33	0	0
Number of students tested	0	0	3	1	1
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	92	100	100	100	100
% Advanced	23	17	13	60	0
Number of students tested	13	12	8	5	5
5. African- American Students					
% Proficient plus % Advanced	96	100	99	97	100
% Advanced	16	33	18	34	0
Number of students tested	73	82	83	77	88
6. Asian Students					
% Proficient plus % Advanced	96	100	100	100	100
% Advanced	43	59	48	52	0
Number of students tested	28	22	21	29	25
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	100	0	100	100
% Advanced	0	100	0	0	0

Number of students tested	1	1	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	0	0	0
9. White Students					
% Proficient plus % Advanced	97	100	97	100	100
% Advanced	46	59	29	59	0
Number of students tested	78	88	76	87	92
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
All Students Tested/Grade: 11
Publisher: Tennessee Department of Education

Test: English (End of Course) EOC
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	90	83			
% Advanced	39	30			
Number of students tested	67	97			
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	84	82			
% Advanced	32	27			
Number of students tested	19	34			
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100			
% Advanced	0	0			
Number of students tested	2	2			
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	75			
% Advanced	33	50			
Number of students tested	3	4			
5. African- American Students					
% Proficient plus % Advanced	86	75			
% Advanced	26	21			
Number of students tested	35	44			
6. Asian Students					
% Proficient plus % Advanced	100	100			
% Advanced	100	25			
Number of students tested	3	8			
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	100			
% Advanced	0	100			

Number of students tested	0	1			
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	1			
9. White Students					
% Proficient plus % Advanced	92	90			
% Advanced	50	39			
Number of students tested	26	39			
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: Tennessee Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	91	90	87	84	100
% Advanced	43	30	25	31	90
Number of students tested	180	193	167	186	193
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	84	84	73	72	100
% Advanced	30	28	19	16	82
Number of students tested	37	61	48	50	39
2. Students receiving Special Education					
% Proficient plus % Advanced	100	50	100	80	100
% Advanced	0	0	25	40	100
Number of students tested	2	6	4	5	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	83	50	89	100
% Advanced	50	17	25	0	100
Number of students tested	8	6	4	9	7
5. African- American Students					
% Proficient plus % Advanced	82	84	79	77	100
% Advanced	18	21	12	20	88
Number of students tested	44	70	61	69	74
6. Asian Students					
% Proficient plus % Advanced	96	93	91	83	100
% Advanced	52	41	33	50	86
Number of students tested	23	27	21	24	21
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	100	0	100	100

% Advanced	0	0	0	0	50
Number of students tested	0	1	0	2	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	93	95	90	100
% Advanced	51	35	32	39	93
Number of students tested	105	89	81	82	89
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: Tennessee Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	89	92	90	86	100
% Advanced	23	33	26	25	90
Number of students tested	216	183	196	199	191
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	81	86	83	86	100
% Advanced	17	20	11	16	87
Number of students tested	75	50	57	49	54
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	67	0	100
% Advanced	0	25	17	0	100
Number of students tested	4	4	6	1	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	67	100	50	100
% Advanced	20	33	11	0	90
Number of students tested	5	3	9	6	10
5. African- American Students					
% Proficient plus % Advanced	90	86	83	86	100
% Advanced	11	15	13	20	89
Number of students tested	86	69	76	79	72
6. Asian Students					
% Proficient plus % Advanced	96	96	90	83	100
% Advanced	42	29	41	48	88
Number of students tested	26	24	29	23	17
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	50	100

% Advanced	0	0	0	50	100
Number of students tested	0	0	0	2	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
9. White Students					
% Proficient plus % Advanced	88	98	95	90	100
% Advanced	29	49	35	24	90
Number of students tested	99	87	81	89	90
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
All Students Tested/Grade: 9
Publisher: Tennessee Department of Education

Test: English I
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	99	99	100	97	91
% Advanced	35	38	43	19	0
Number of students tested	224	212	216	208	214
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	99	97	100	97	78
% Advanced	23	30	34	12	0
Number of students tested	77	60	68	60	32
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	0
% Advanced	17	0	0	25	0
Number of students tested	6	4	2	4	0
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	90	100
% Advanced	13	38	10	10	0
Number of students tested	8	16	10	10	4
5. African- American Students					
% Proficient plus % Advanced	98	99	100	96	82
% Advanced	18	21	34	15	0
Number of students tested	91	77	86	89	83
6. Asian Students					
% Proficient plus % Advanced	100	97	100	100	97
% Advanced	48	59	63	33	0
Number of students tested	27	30	24	18	29
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	100	0	100	100
% Advanced	0	0	0	0	0

Number of students tested	1	1	0	2	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	0
9. White Students					
% Proficient plus % Advanced	100	100	100	98	97
% Advanced	51	47	50	23	0
Number of students tested	97	88	96	89	97
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: