

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Chris Schwartz

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

Official School Name Trinity Elementary School

(As it should appear in the official records)

School Mailing Address 4410 Murfreesboro Road

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

City Franklin State TN Zip Code+4 (9 digits total) 37067-7814

County Williamson County State School Code Number\* 00940-0080

Telephone 615-472-4850 Fax 615-472-4861

Web site/URL http://schools.wcs.edu/tes/ E-mail chriiss@wcs.edu

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. Mike Looney E-mail: Mike.Looney@wcs.edu  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamson County Schools Tel. 615-472-4000

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
  - 9 Middle/Junior high schools
  - 10 High schools
  - 0 K-12 schools
- 43 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. 6 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	14	6	20
K	37	34	71
1	61	47	108
2	48	44	92
3	52	52	104
4	33	41	74
5	52	39	91
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	297	263	560

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 4 % Asian
  - 3 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 88 % 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: 3%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	560
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0%  
20 Total number ELL  
 Number of non-English languages represented: 10  
 Specify non-English languages: Gujarati, Amharic, Russian, Spanish, Arabic, Tamil, Mandarin, Japanese, Urdu, Syriac
8. Students eligible for free/reduced-priced meals: 11%  
 Total number students who qualify: 63

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: 9 %  
55 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.

7 Autism	0 Orthopedic Impairment
0 Deafness	7 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
0 Emotional Disturbance	17 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	2 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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 21:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	96%	98%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes\_                      No X

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

## **PART III – SUMMARY**

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Trinity Elementary School has a long and rich history in Williamson County. The first charter was granted in 1883 for Trinity Academy and classes met in the Trinity Methodist Church. Twice, the church was hit by tornadoes, and twice the church members rebuilt. A third location for Trinity school, on Wilson Pike, was built in 1947. In the beginning, the school served children in grades 1-12, then 1-8, and finally Pre-K-5. The fourth, and final location for Trinity School is at its present location on Murfreesboro Road. This building was built in 1990, and additional wings were added in 1994, 1998, and 2008. Trinity Elementary, home of the Tigers, is located in a rural setting on Murfreesboro Road also known as Highway 96 approximately 3 miles from Interstate 65 and the city of Franklin. Currently, Trinity serves 573 students in Pre-K-5.

Trinity Elementary is a nurturing community that cultivates a love of learning, promotes a sense of responsibility, and celebrates student success. Trinity students, parents, teachers and staff embrace the TIGER Testimony: Trinity Tigers have Integrity, Give their Best Effort, Embrace learning and Respect themselves and others. Trinity upholds the district's mission by providing exemplary programming which maximizes student development in all areas. Additionally, the vision of Williamson County Schools is to become a district recognized nationally for students who excel in academics, the arts, and athletics. In support of this vision, Trinity teachers are exceptionally dedicated to professional learning that will enhance their craft as teachers. Staff is committed to providing rigorous instruction and they embrace high expectations for both themselves and students. Strong parental support and involvement enhance the school program. Parental support reflects effective communication of school goals and objectives. Students and staff are cognizant and appreciative of the vital role that parents play in the total program at Trinity.

The Tennessee Department of Education names Reward, Priority and Focus schools each year. Schools are designated as Reward for performance as reflected by overall student achievement. This designation is determined annually by a one-year success rate. A success rate is calculated by adding together the total number of proficient or advanced students in each subject and dividing by the total number of test takers for each subject. Schools are designated as Reward for progress for having high student growth. This designation is determined by a one-year TVAAS school composite. Trinity Elementary was honored to be recognized as a Tennessee Reward School in 2011-12 for performance and again as a Reward School in 2012-13 for performance and progress.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The Tennessee Comprehensive Assessment Program (TCAP) is a standardized assessment administered annually in grades three through five throughout the state of Tennessee. TCAP is a four part test measuring reading/language arts, mathematics, science and social studies. Student performance is currently categorized as advanced, proficient, basic, or below basic. Prior to 2010, student scores were divided into only three categories consisting of advanced, proficient and basic. Criteria for each scoring category in each subject area can be located on the website for the Tennessee Department of Education. ([www.tn.gov/education/assessment/ach\\_prof\\_level.shtml](http://www.tn.gov/education/assessment/ach_prof_level.shtml))

Tennessee has an additional reporting layer based on student assessment performance for fourth and fifth grade students who are previous test takers. Tennessee Value-Added Assessment System (TVAAS) takes data from each student's testing history and uses it to project performance expectations for each student in all four subject areas. TVAAS scores are calculated by comparing student growth to the state growth standard. The minimal expectation is for students to make adequate yearly progress, which indicates that the projected growth, identified by the TDOE, was met. As a school, Trinity uses TCAP and TVAAS data to inform teachers and parents, as well as make instructional decisions for our school.

Between 2008 and 2011, Trinity's population consistently increased by 70 or more students each year. During the 2010-2011 school year, our population had grown to nearly 970 students. A new school was built to accommodate the growth. Nearly half of Trinity students and teachers helped open the new school in August of 2011 and as a result, Trinity's population was reduced to approximately 500 students. After the split, our school population during the 2011-2012 & 2012-2013 school years has remained consistent in size and demographics. Trinity does not have the required number of students in a subgroup for NCLB reporting purposes. The school has consistently met AYP benchmarks and maintained all A's for achievement on the Tennessee State Report Card.

Historically, math growth scores for 5th grade students across the state, district and at Trinity were better than the growth scores occurring in the 4th grade year. However, beginning in 2010, a decline in Trinity's 5th grade student growth scores were observed. As a result, Trinity implemented a school-wide emphasis on improving math achievement levels of all students K-5, recognizing the importance of number sense and foundational skills at the younger grades. A few changes were made with staff and grade level teams. Staff became laser focused on improving student growth from one year to the next. A number of things contributed to Trinity's success and it is impossible to narrow it to any one factor, but rather the concept of finding the practices that work best and then being consistent implementing them. Teachers focused on common assessments in math and meeting student needs through small group instruction. Focus was placed on building fact fluency in all grades, initially with rocket math and IXL, an online math program to practice fact fluency. In the last two years all math teachers have attended professional development and implemented many of Kim Sutton's Creative Mathematics strategies for fact fluency, number sense, number lines and place value. In 2010, a part time math coach joined our staff and in 2012 she became full time. Our math coach models lessons in all grade levels. Pacing guides are created for instruction and each week teachers meet to discuss progress. As everyone has transitioned to new Common Core Standards, staff have been very intentional about the Student Performance Indicators to drop and the new focus standards to teach. Additionally, in 2011 teachers implemented a 90 minute block for math. As a result of this focused work, students' growth scores in math increased significantly. Trinity's TVAAS grade went from a D to a B in math and just missed an A. The growth standard score for an A is 1.75 and Trinity's score was a 1.6. Trinity proudly earned all A's on TVASS for reading, social studies, and science.

A comprehensive analysis of Trinity's reading/language arts and mathematics achievement data tables for third, fourth, and fifth grades shows consistent gains every year in every grade level from 2010-2013. In 2013, 92% of students were proficient or advanced in math and 89% of students were proficient or advanced in reading.

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

At the beginning of each year, teachers, instructional coaches and administrators begin by analyzing test data from former students as well as the data of their new students. They look for patterns, student strengths and areas for growth as well as best teaching resources and practices plus areas that need refinement. Trinity Elementary uses state and local data from the moment students are screened in Kindergarten until they are promoted to middle school to drive improvement and to make informed instructional decisions.

Response to Intervention (RtI) serves as our model to meet the instructional needs of students. Beginning in 2010, we began training staff to transition to this model. We now have a program firmly in place that is quite effective in meeting individual needs with a continuum of support. The program is well defined and serviced with knowledgeable teachers and staff. Universal screenings are administered to all students in Kindergarten through fifth grade three times per year in the areas of math and reading. We meet every 6 weeks with a data team to discuss trends, individual student progress, teacher practices and school performance. Our data teams consist of grade level teachers, math and reading coaches, school psychologist, guidance counselor and both the principal and assistant principal. Data analysis can provide a view of student, teacher, and school performance. The process of identifying students for Tier 2 and Tier 3 services has been expanded over the past 4 years. Students performing in the bottom 25% nationally on the universal screener are given further assessments to drill down and identify specific learning gaps. Using this data, our data teams appropriately align interventions that will close the identified gaps in student learning. These students are progress monitored weekly to ensure that the intervention being utilized is working. Frequently students scoring in the 35th percentile receive extra support as a result of teacher recommendation to insure forward progress. Every grade level implements a 30 minute time period for intervention to occur each day. Teachers conference with parents and a letter is sent home to share information regarding the goals of the intervention. Monthly progress charts are sent to parents as well.

Students participate in quarterly benchmark assessments aligned to the Williamson County Schools scope and sequence guides in the areas of math, reading, science and social studies. Assessment results help identify concepts that need further instruction and confirm those concepts that students have mastered. Students needing additional support work with the math or reading coach. At Trinity, we also have two full time teacher assistants. One is trained in reading intervention and the other in math intervention. These assistants work under the supervision of the coaches and assist with small groups for remediation and enrichment.

Williamson County Schools, including Trinity, utilize Schoolnet, a web-based student information system that allows parents to view student performance on benchmark tests, universal screenings, progress monitoring, attendance and grading. Parents can obtain a password and login to view their child's account to track daily progress.

## **3. Sharing Lessons Learned:**

Trinity has been able to share the many strategies that have proven successful for our students with other schools in the district in a variety of ways. Williamson County is a results driven county. Overall school performance data on district benchmarks is available for other schools to view. Schools are able to look at assessments' results to see how their scores compare to those of other schools in the district. This begins the collaboration between schools and teachers. Both literacy and math coaches are part of monthly instructional rounds travelling to different schools in the district to observe other literacy coaches, math coaches and teachers. Everyone benefits from this practice as they gather instructional strategies and practices that can be immediately implemented in their classrooms and/or schools. These methods are then brought back to our school and shared through grade level meetings, faculty meetings and coach's newsletters. Trinity's literacy and math coaches model instructional strategies and lessons for teachers. Teachers are able to see the expected outcome in a real setting with their own students while taking notes. Our principal also participates in instructional rounds travelling in a cohort to other schools looking for specific examples of technology, rigor, assessments, etc. These new practices are brought back and shared through the weekly newsletter to teachers and staff. We regularly have half-day and full day professional development visits

from teachers of other schools. Based on our standardized test scores and the sharing of practices at coaches' meetings, other schools in our district have requested to observe Trinity teachers as they implement strategies and teach during the literacy and math block. Some of the practices they are interested in observing include: Daily Five, mini-lessons, small groups, purposeful practice, Kim Sutton Fact Fluency, and math BUILD stations to name a few. Trinity teachers have led district wide professional development during the summer on differentiated instruction. Our district curriculum coordinators have visited to videotape Trinity teachers in small group instruction, small group intervention, and whole group lessons. These videos have been shared for district professional development. With so many wonderful practices in place at Trinity, our teachers also observe one another twice per year. They enjoy learning from their colleagues and sharing best practices in action through peer observations. They select a teacher who may have strength in an area of personal need. Administration and teaching assistants work together to cover classes in order for teachers to gain valuable insight and instructional practices. We also participate in instructional book studies guided by our literacy and math coaches. Teachers meet before and after school to complete the book study, discussing best practices and how to best implement these strategies in the classroom. Teachers at Trinity always have an open door to sharing their strengths with each other in order to create the best environment and instructional practices for the students we serve.

#### **4. Engaging Families and Community:**

Trinity believes in purposefully involving all stakeholders in the education of our students. Parent engagement is one of our strongest assets. Trinity believes effective communication with parents is vital to our success. We provide multiple opportunities for parents to participate in the school program. A variety of events allow for parents to be involved at a level that work for their family. We strive to keep students at the center of all decision making. Our PTO strives to keep all communication to parents, teachers and community concise through a weekly newsletter via email. Because our PTO is so strong, all communication from parents and community filters through PTO. We also have limited the number of fundraisers to 2 or 3 events which include Invest, Tigerthon, and City Saver. This allows most of our events to be organized around building community. Some of those include Romp and Stomp, Daddy/Daughter dance, Mother/Son bowling, Family Movie Nights, Turkey Basketball Shoot, Parents and Pastries, and Related Arts Night. Being able to involve our parents in a variety of ways is very important to us. Trinity administrators use a messaging system which enables us to reach our parents via email and phone for any emergency or general announcement of upcoming events. Parent communication occurs through teacher webpages, weekly teacher newsletters, related arts newsletters, email, phone calls and the Trinity Paw Print. Parents not only volunteer in the classroom, but for the school as a whole. We have developed a volunteer workroom where all copying and laminating tasks are completed for teachers and put directly into their mailbox. Parents also volunteer their time to help with small groups, listen to reading, and math fact practice. Trinity teachers host a volunteer breakfast for all of our volunteers at the end of the year to show their appreciation for their hard work and dedication to our students and school.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Trinity students participate in a comprehensive curriculum including reading, language arts, writing, math, science, social studies, physical education, guidance, library, art, music and computer. Our curriculum is established by the TDOE. In addition, the Williamson County School District has developed a quarterly scope and sequence for reading/language arts, mathematics, science, social studies, music, art, and physical education. Trinity teachers create a pacing guide to map out each week of instruction.

The instructional blocks for reading and math in K-5 classrooms are each 90 minutes in length and follow a structure of whole group mini lessons and small group instruction with the teacher. Lessons are designed to connect the learning from whole group instruction to the purposeful practice workstations and small group lessons. Extensive professional development has provided Trinity teachers with the knowledge and skills to differentiate instruction effectively.

With the adoption of Core Curriculum standards, we have increased our incorporation of informational texts into all subjects. Explicit instruction is provided for students to engage in text talk where students cite evidence to support arguments in both conversation and writing. Additionally, students are taught to support their mathematical answers in multiple ways including illustrations, model drawings, equations, and with written words. Students are required to think more deeply about mathematical concepts. The use of manipulatives to teach mathematical concepts has evolved in new and exciting ways that have increased student understanding and engagement.

We use a variety of science kits that provide hands on learning opportunities. To the extent possible, science and social studies concepts are embedded in the reading block. We also utilize community experts, museum and historical place tours, and as well as projects to explore aspects of social studies to make history come alive for our students.

Instruction in music, art, library, physical education and character education is provided for each student. State standards are based on national fine arts standards. The cohesiveness of the related arts team combined with expertise in their subject areas at Trinity is what makes the Trinity related arts program exceptional. They create incredible learning experiences for all students. Additionally, students in grades 3, 4 and 5 have opportunities to participate in student council, chorus, stagecraft, Tigerwatch News, Spanish, Chinese, and fitness clubs.

Technology is used to complement and enhance successful teaching in all subject areas. Each classroom is equipped with a promethean board, a digital document camera, a projector, 2 or 3 desktop computers, and a laptop for each teacher. Additionally, there is a laptop cart for every grade level, digital cameras and video cameras, 14 desktop computers in the library, 28 desktop computers in the computer lab, 3 sets of electronic audience response systems, and approximately 15 iPads. Trinity hosts Technology Nights during the school year to provide parents with information about digital citizenship and demonstrate how technology is integrated into the classroom. Beginning with the 2012-2013 school year, all schools in WCS became part of the BYOT (Bring Your Own Technology) initiative for students in grades 3-12. Students now have opportunities to bring digital devices to schools to explore the tools and strategies that will help them most in their own learning. Teachers and administrators work together to increase their capacity to differentiate instruction, teach students digital citizenship and good communication skills, and extend learning beyond the classroom walls. The use of technology is meant to empower students to take ownership of their own learning.

High expectations extend beyond the classroom. Standards for expectation in every area of our school building including bus behavior are taught at the beginning of the school year and follow up lessons are continued throughout the year. All teachers have some level of training in Quantum Learning. Each classroom begins with lessons about respect for one another and what it means to “Live Above the Line”.

The Leader in Me curriculum is taught by our guidance counselor during weekly guidance classes in K-5. Structured classroom management ensures quality instructional time and minimizes behavioral disruptions.

## **2. Reading/English:**

The reading curriculum at Trinity consists of 120 minutes of solid explicit instruction using the Williamson County Schools' scope and sequence along with explicit and systematic instruction of the big five areas of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary. Teachers use the Daily Five/CAFE framework through whole group lessons, 3 small reading groups per day and 2 rotations of purposeful practice. Students in K-5 are given the QRI (Qualitative Reading Inventory) or the DRA (Developmental Reading Assessment), in order to place students into small leveled reading groups. Reading skills and strategies are taught in 15 minute whole group lessons. These skills and strategies are reinforced in a differentiated small group with a leveled text. We teach whole group explicit phonics instruction in K-1 and phonics intervention lessons occur in grade 2. Kindergarten and first grade teachers also use a whole group auditory phonemic awareness program that supplements the phonics and provides a double dose of intervention for those who require more. Explicit vocabulary instruction is taught through vocabulary journals in grades K-5. As the grades progress more focus is given to fluency and comprehension. Teachers use a plethora of resources during the reading block including McGraw Hill Wonders, Reading A-Z, leveled book room, ReadWorks, Greek and Latin roots, Time for Kids, Scholastic News, Foundations and Heggerty. Making sure all students have quality literature is imperative. Our literacy coach has organized a book room filled with literature and informational texts ranging in complexity and reading levels. The book room is also equipped with resources for teachers to check out for their own professional learning.

When students do not respond to the explicit Tier 1 instruction, we provide them with another level of instruction. Tier 2 level of instruction is a skill specific intervention targeting the deficit. This small group will work on the area of need for 30 additional minutes using a research based method. Some of these interventions are pulled from Florida Center for Reading Research, The Meadows Center, Rewards, Foundations, and McGraw Hill reading passages.

Trinity teachers are proactive in identifying curriculum trends and always knowing exactly where each student is presently performing. The reading coach also models lessons to help ensure we are current on instructional practice. The QRI allows teachers to provide instruction at a student's instructional level. Teachers are quick to intervene as deficits appear. Additionally, instructional coaches push into the classroom and provide either remedial or enrichment services as needed to ensure all students are receiving exactly what they need on the level they require to grow.

## **3. Mathematics:**

Williamson County Schools create a quarterly scope and sequence guide aligned to national and state common core standards. Trinity teachers then spend professional development days mapping out each 9 week period, the standards therein, time frame needed to teach each standard in addition to activities and materials required for each lesson. Teachers use various resources including Scott Foresman Envision, Singapore math strategies, model drawings, Kim Sutton Creative Mathematics, and common core math tasks.

Math instruction begins with a 90 minute block in grades K-5. Teachers usually spend 30-40 minutes in whole group instruction. The first 10 minutes of whole group instruction is Kim Sutton, Creative Mathematics where fact fluency is practiced daily. The remainder of the whole group time is introduction of the Common Core math standard, modeling of the standard and guided practice of the standard. The teacher meets with 3 small groups for 20 minutes each. During this time, the remaining students are released in small groups to practice the skill or previously taught skills using BUILD stations. BUILD is the acronym used for the differentiated stations through which student rotate. These stations include building fact fluency, buddy games, using math tools, independent math practice, learning about math, developing number sense and problem solving. Technology is incorporated into the BUILD rotations as well. Students practice skills using Dreambox, Wowzers, appropriate teacher selected iPad applications, and Xtra Math to

name a few. Math small groups consist of students who need more support with the day's lesson, specific targeted skills practice and enrichment. Typically, one whole group lesson is dedicated to math tasks and the progression through the task.

Trinity chose to implement the same framework for math instruction based on the successful results we were getting from this model in reading. During site based professional development days each grade level took their standards and focused on which standards were essential to each grade level and recurring practices. Teachers then explored programs and activities that reinforced these skills to incorporate in daily practice. Creative Mathematics was the school-wide answer to this search. Teachers also explored various practices that allowed students to get daily practice of the skills taught while being purposeful, engaging and differentiated. BUILD stations were the answer to daily purposeful practice. Through benchmark assessments, common assessments, STAR math and daily activities, teachers are able to focus on deficit skills for small group and differentiation in stations. The Response to Intervention model also allows teachers an additional 30 minutes per day to work with students who have a deficit skill or enrichment needs. We currently have an all hands on deck approach when it comes to meeting student needs. Our related arts teachers, office staff, teachers and parents all meet with small groups of students to work on skill deficit or enrichment to ensure we are accessing every opportunity for growth.

#### **4. Additional Curriculum Area:**

While there are many amazing curricular areas at Trinity, the physical education teacher has implemented programs unique to Trinity. These programs increase the knowledge base of our students as well as the physical fitness and overall good health of our students and staff. Our physical education department implements current practices to improve student learning and facilitates school and community events that promote activity and health through various avenues of funding and initiatives. Physical educators have arranged for fitness assemblies including Jump Rope for Heart, Nashville Predators, and Steve Ettinger, kid's fitness expert and author. Trinity also has PE Pals in which Pre-K, fourth and fifth grade students participate. Older students work with Pre-K students in the gym for 30 minutes one time per week. This opportunity allows our Pre-K friends to experience a physical education class while helping fifth graders take on responsibility and leadership. Trinity students are challenged to be physically active at least 10 minutes of every day at home with the Most Valuable Player (MVP) calendar. Students aspire to reach the highest of four levels. To further the connection between home and school, parents are invited at the beginning of each year to participate in physical education with their child. Other opportunities for students to be active before or after school include clubs such as workout on Wednesday, pickleball, tinikling, jump rope, ultimate frisbee and running. Beyond the school level, Trinity is a participant in Let's Move In Schools initiative and the NFL Play 60 program. Additionally, for the last three years Trinity has participated in the annual Jump Rope for Heart charity. This year we raised \$3106.00 was raised for American Heart Association (AHA). Trinity received a \$450 gift certificate for PE equipment as a thank you gift which will in turn benefit all students' physical fitness. Another program, Walk Across Williamson is initiated at the district level. Students, parents, siblings and staff maintain a daily activity log with the goal of being active for 60 minutes per day through the months of March and April. Emphasis is placed on feeling, thinking and looking better while developing healthy habits. As a bonus, Trinity has the potential to receive grant monies for our school. This year Trinity received the Fit Friendly Worksite Gold Award from the AHA. Fit-Friendly Worksites are recognized by the AHA as employers who go above and beyond when it comes to their employees' health. To be recognized, worksites must fulfill criteria such as offering employees physical activity support, increasing healthy eating options at work and promoting a wellness culture. Minimum requirements for Gold level achievement are implementing at least six of the physical activities, two of the nutrition activities, and one of the culture activities listed in the application form. All of these activities promote physical fitness, healthy lifestyles, and a positive learning environment for everyone.

#### **5. Instructional Methods:**

We at Trinity pride ourselves on our ability to successfully differentiate and meet the needs of our students. Teachers are trained in the use of 'digging deeper' assessments to pinpoint the exact levels, strengths and

deficits of our learners. We use reading and math small groups to ensure that we are meeting students at exactly their level while giving specific quality instruction in small numbers for accuracy. When teachers see gaps developing or misunderstanding, students are pulled for an extra 30 minute dose of intervention on the targeted deficit skill. STAR is used by Williamson County as our Universal Screener. Students falling below the 25th percentile in reading or math begin meeting 3 times per week during intervention time. Teachers use interventions to target the skill deficit. Many students however are considered teacher choice not having been identified through the universal screener. We make the best use of that extra 30 minutes in the day to ensure we are intervening five days a week with students who struggle or need enrichment. Trinity also has full time literacy and math coaches along with a part time differentiation coach. All coaches support teachers to ensure the quality of Tier 1 instruction is sound by modeling, coaching, team teaching or providing feedback on instructional methods and practices. Literacy and math coaches work with our Tier 3 students who need maximum support. Our differentiation coach meets with our gifted population providing support to teachers on differentiated instruction. Trinity has a part-time ESL teacher who meets with English Language learners to ensure they have the support needed to be successful in the classroom. Two teaching paraprofessionals assist in the classroom working with students individually or in a small group setting. Our third paraprofessional assists in the computer lab reinforcing technology skills for K-5 classes. Related Arts teachers work with our literacy coach to provide each grade level an additional 30 minutes of intervention time with selected students. We have a PTO funded secretary who works in the office part-time and tutors the remaining hours of the day. Williamson County provides funds for math tutoring in addition to supplemental funds for after-school activities which include: student council, news crew, stagecraft, chorus, running club, and a math enrichment club. The state funded extended contract enables Trinity to provide summer tutoring in math and reading for those students in need of remediation. Trinity's School Aged Child Care program offers clubs that benefit our students such as piano, homework, Spanish and Chinese.

## **6. Professional Development:**

Trinity Elementary is blessed with teachers and staff that are not content resting on their laurels or continuing to practice the same teaching methods year after year. Instead, they are forward thinking and constantly searching for concepts that will engage students in new and exciting ways. They believe in staying current with instructional practices and presenting information in ways that this new generation of technology savvy students enjoy and embrace learning. Trinity teachers work diligently to hone their craft as facilitators of student learning. They are eager to share their learning successes and failures with one another modeling what it means to be lifelong learners while possessing a strong desire to be outstanding teachers. Every year teachers volunteer titles of professional books they have read or would like to read that might be helpful to all staff. From these insights, voluntary book studies are born in which we we have nearly 100% participation. Teachers enjoy getting together and learning with one another. Our book studies are typically led by our math or reading coaches with our most recent studies including: *Strategies that Work*, *Debbie Diller Literacy Stations*, *Daily Five*, *Intervention Strategies to Follow Informal Reading Inventory Assessment*, *Why Before How: Singapore Math Computation Strategies*, and *Creative Mathematics* videos. Instructional coaches plan and implement professional development designed to promote best practices in the classroom, and follow-up with classroom visits to give support and answer questions. Recent topics include using newly adopted textbooks, increasing the rigor with essential questions, Tennessee's new evaluation model, interpreting test data, as well as subject specific sessions. When new staff members are hired the most relevant books are passed on in an effort to create a shared understanding of our practices. Our coaches work closely with these teachers to transition them into our school providing guidance and support. Additionally, each grade level team plans together at least once each week.

Teachers typically complete 3 days of professional development outside of the school calendar. Days are organized to include one day for each grade level team to collaborate and create or modify the pacing guides for math, reading, science and social studies. The Williamson County quarterly scope and sequence guides are broken down into a user friendly pacing guide that clarifies which skills should be taught for each of the 9 weeks. A second day of professional learning includes school team-building activities as well as discussions about our beliefs, school-wide discipline, data reflection and goal setting for the new year. The focus of the third day varies depending on the goals and needs of the district. When new standards or curriculum resources are introduced, professional development is focused around the new initiative.

Additionally, Williamson County Schools offers a number of classes over the summer on a variety of topics. Over the past several summers classes have included all five levels of Quantum learning, differentiated instruction strategies, common core math and reading standards, classroom organization and management, RtI (Response to Instruction/Intervention) Crisis Prevention Intervention, and CPR. Teachers have the option to sign up for classes that best meet their needs.

Our PTO supports ongoing professional development for teachers recently funding the conference fee for teachers to attend Kim Sutton's Creative Mathematics and Singapore Mathematics.

## **7. School Leadership**

The leadership team at Trinity is much more than a principal or assistant principal. It is a true partnership between all stakeholders involved in the education of our students. Our principal's greatest strength is knowing that true instructional leadership is composed of many educational experts. She seeks a staff of instructional specialists who give feedback from the classroom, research instructional methods, and use best practices in order to make the optimal instructional decisions for our students. Our principal recognizes the strengths in others and provides the resources and confidence needed to cultivate those strengths to produce more leaders. She strives to employ teachers who are intrinsically motivated and self-starters whose thirst for educational excellence is never quenched. Our principal leads by example regularly practicing exactly what she asks of teachers and staff. A pillar of integrity, respect, and trust, she values relationships and teamwork. She is focused on student and teacher achievement as one moving vehicle knowing you cannot have one without the other. The principal seeks feedback on her own performance to refine strengths and weaknesses and is in a constant state of improvement.

Trinity is a very data driven school. As a building we are constantly looking at data, refining practices and sharing what works. Teachers and administration meet in grade level planning meetings with the literacy and math coach to develop a deeper understanding of the content aligning activities and instruction. Leadership is involved in data team meetings where data is discussed from STAR, Aimsweb, benchmark testing, classroom assessments and behavior. We examine what is working, what is not working, where focus is needed and how to implement and provide the interventions. We have professional learning teams that include the Building Leadership team, CI3T Positive Behavior Support team, Response to Intervention team, Sunshine Committee, Bring Your Own Technology team and Parent Teacher Organization team. Administration and teachers are all involved in the various teams to communicate needs, findings and next steps for success. Our principal protects learning times and advocates for teachers while supporting the growth of everyone in our building. Trinity Elementary's success and effectiveness is driven by a principal who encompasses the meaning of leadership.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Tennessee Comprehensive Assessment Program

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	85	85	78	74	98
% Advanced	38	44	21	30	73
Number of students tested	68	89	145	140	128
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	50	33	50	55	100
% Advanced	25	0	17	9	67
Number of students tested	8	6	6	11	6
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	43	50	27	50	67
% Advanced	14	10	9	25	17
Number of students tested	7	10	11	4	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	85	84	79	77	98
% Advanced	38	43	21	32	74
Number of students tested	60	82	126	117	113
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Trinity Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Tennessee Comprehensive Assessment Program

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	84	73	48	95
% Advanced	57	35	33	13	65
Number of students tested	89	77	149	131	142
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	4	1	0	0
% of students tested with alternative assessment	3	5	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	86	100	42	20	82
% Advanced	57	0	0	0	27
Number of students tested	7	8	12	10	11
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	83	100	57	11	80
% Advanced	42	29	14	0	20
Number of students tested	12	7	7	9	10
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	97	85	78	51	96
% Advanced	56	36	33	12	66
Number of students tested	78	72	124	116	125
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Trinity Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.

TCAP MAAS is an assessment option for students with disabilities. IEP Teams determine if a student is eligible to participate in TCAP MAAS. The IEP Team must use multiple valid measures of student's progress over time in making this determination. The decision for TCAP MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or Limited English proficiency. The decision for participation is based on the needs of the student and is not based upon anticipated impact on system and/or school performance scores. During the 2012-13 school year, 3% of 4th grade students participated in the MAAS test based on the needs of the student. During the 11-12 school year, 5% of students participated in the MAAS test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Tennessee Comprehensive Assessment Program

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	90	60	43	51	99
% Advanced	40	25	13	17	74
Number of students tested	80	87	136	143	122
Percent of total students tested	100	100	100	100	0
Number of students tested with alternative assessment	3	1	0	0	
% of students tested with alternative assessment	4	1			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	46	0	29	100
% Advanced	33	9	0	0	40
Number of students tested	6	11	10	14	5
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	50	17	9	36	100
% Advanced	0	0	0	0	33
Number of students tested	6	6	11	11	9
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	89	62	43	50	99
% Advanced	39	25	13	16	74
Number of students tested	74	73	121	122	108
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Trinity Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.

TCAP MAAS is an assessment option for students with disabilities. IEP Teams determine if a student is eligible to participate in TCAP MAAS. The IEP Team must use multiple valid measures of student's progress over time in making this determination. The decision for TCAP MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or Limited English proficiency. The decision for participation is based on the needs of the student and is not based upon anticipated impact on system and/or school performance scores. During the 2012-13 school year, 4% of 5th grade students participated in the MAAS test based on the needs of the student.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Tennessee Comprehensive Achievement Program

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	81	76	71	69	98
% Advanced	21	23	17	20	67
Number of students tested	68	89	144	140	128
Percent of total students tested	100	100	100	100	0
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	50	33	50	55	100
% Advanced	13	0	0	18	50
Number of students tested	8	6	6	11	6
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	29	40	20	25	67
% Advanced	0	0	10	25	17
Number of students tested	7	10	10	4	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	82	76	72	71	99
% Advanced	18	21	18	21	71
Number of students tested	60	82	125	117	113
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Trinity Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Tennessee Comprehensive Assessment Program

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	93	91	77	60	97
% Advanced	38	36	33	17	71
Number of students tested	89	77	149	131	142
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	4	1	0	0
% of students tested with alternative assessment	3	5	1		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	86	100	58	40	82
% Advanced	29	25	8	0	55
Number of students tested	7	8	12	10	11
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	75	86	57	44	90
% Advanced	33	43	57	11	30
Number of students tested	4	7	7	9	10
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	94	90	82	61	97
% Advanced	39	38	36	17	71
Number of students tested	78	72	124	116	125
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Trinity Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.

TCAP MAAS is an assessment option for students with disabilities. IEP Teams determine if a student is eligible to participate in TCAP MAAS. The IEP Team must use multiple valid measures of student's progress over time in making this determination. The decision for TCAP MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or Limited English proficiency. The decision for participation is based on the needs of the student and is not based upon anticipated impact on system and/or school performance scores. During the 2012-13 school year, 3% of 4th grade students participated in the MAAS test based on the needs of the student. During the 11-12 school year, 5% of students participated in the MAAS test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Tennessee Comprehensive Achievement Program

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	90	87	73	77	100
% Advanced	29	18	18	20	66
Number of students tested	80	87	136	143	122
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	0	0	0
% of students tested with alternative assessment	4	1			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	82	50	64	100
% Advanced	17	0	0	0	40
Number of students tested	6	11	10	14	5
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	83	67	55	64	100
% Advanced	33	0	0	9	22
Number of students tested	6	6	11	11	9
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	89	90	74	79	100
% Advanced	28	18	19	20	65
Number of students tested	74	73	121	122	108
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Trinity Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.

TCAP MAAS is an assessment option for students with disabilities. IEP Teams determine if a student is eligible to participate in TCAP MAAS. The IEP Team must use multiple valid measures of student's progress over time in making this determination. The decision for TCAP MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or Limited English proficiency. The decision for participation is based on the needs of the student and is not based upon anticipated impact on system and/or school performance scores. During the 2012-13 school year, 3% of 5th grade students participated in the MAAS test based on the needs of the student.