

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Lea Ann Burk

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

Official School Name Falling Water Elementary School

(As it should appear in the official records)

School Mailing Address 715 Roberts Mill Road

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

City Hixson                      State TN                      Zip Code+4 (9 digits total) 37343-1932

County Hamilton County                      State School Code Number\* \_\_\_\_\_

Telephone 423-843-4711                      Fax 423-843-4712

Web site/URL http://fwes.hcde.org                      E-mail burk\_l@hcde.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\*Rick Smith                      E-mail: smith\_r@hcde.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton County                      Tel. 423-209-4600

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 George Ricks  
(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 43 Elementary schools (includes K-8)
  - 12 Middle/Junior high schools
  - 20 High schools
  - 4 K-12 schools
- 79 TOTAL

**SCHOOL** (To be completed by all schools)

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

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 0          | 0            | 0           |
| K                     | 14         | 15           | 29          |
| 1                     | 16         | 17           | 33          |
| 2                     | 14         | 20           | 34          |
| 3                     | 16         | 13           | 29          |
| 4                     | 16         | 16           | 32          |
| 5                     | 20         | 16           | 36          |
| 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> | 96         | 97           | 193         |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 2 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93 % 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 2013 - 2014 year: 10%

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, 2013 until the end of the school year   | 10            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 12            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 22            |
| (4) Total number of students in the school as of October 1   | 224           |
| (5) Total transferred students in row (3) divided by total students in row (4)                                       | 0.098         |
| (6) Amount in row (5) multiplied by 100  | 10            |

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: 56 %  
 Total number students who qualify: 126

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 60 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %  
20 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>6</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> 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  | 1                      |
| Classroom teachers  | 12                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 6                      |
| Paraprofessionals   | 2                      |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1                      |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

| <b>Required Information</b> | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 95%       | 95%       | 96%       | 95%       | 94%       |
| 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 2014

| <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

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

15. Please summarize your school mission in 25 words or less: Falling Water is a small community school that offers an enriching, nurturing, and safe environment resulting in learners that are proficient or advanced in all core academic subjects.

## **PART III – SUMMARY**

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Nestled at the base of Signal Mountain, Falling Water Elementary is a small community school that recently celebrated its one hundredth year milestone for educating children. Because of its longevity, present-day parents and other community members have a strong interest in the prosperity of the school and the students. This interest, being passed down through several generations continues to strengthen the enthusiasm for growing and learning. The physical environment is one that is aesthetically pleasing to the staff, students, parents and the community. There is a positive school climate that includes norms, values and expectations that support social, emotional and physical safety. The student population is made up of both non-economically disadvantaged students and economically disadvantaged students. The achievement gap between these subgroups was identified as a challenge, addressed and closed.

The philosophy at Falling Water Elementary is to have an enriching, nurturing and safe environment that encourages academic achievement for all students. As a result, the majority of students are proficient or advanced in all core academic subjects, and there are productive relationships and mutual respect among the principal, teachers and students. It is the goal to meet the needs of students while instilling a lifelong love of learning.

Teachers use both the Tennessee state standards and the Common Core State Standards to develop, adjust and assess delivery of instruction in grades K-5. New and on-going support for teachers is provided by district and school level professional development. Job-embedded professional development is also provided during common grade level planning. Additional professional development is provided in best practices for planning effective lessons. During grade level planning, teachers collaboratively analyze and use formative and summative assessment for driving instruction.

Falling Water implements various research-based instructional strategies. Students receive 120 minutes of instruction in both reading/language arts and math as well as 30 minutes in science and social studies. For collaborative planning, all teachers are scheduled a common time five days per week. Each team meets with the principal weekly to review and discuss academic data and instruction.

Teachers use whole group, small group and individual guided reading instruction within a balanced literacy framework for instruction. The rigor in the instruction is evident through the students' scores on the Fountas and Pinnell Benchmark Assessments. During math instruction, teachers use the Habits of Mind and Habits of Interaction from "best practices" in math to address students' metacognition during math instruction. Special education teachers support students by using push-in and pull-out models for instruction. Two interventionists support students in grades K-5 who have been identified as at-risk on pre/post-assessment data and/or teacher recommendations. Tier II students receive 30 minutes of reading intervention three days per week. Tier III students receive an additional 30 minutes of reading intervention five days per week. Tier II and Tier III students receive 30 additional minutes of math intervention five days per week.

Because Falling Water Elementary is a school that values the diversity of learning styles, interest, strengths and passions of each student, other curriculum areas are offered for students to experience. Along with these various "other curriculum areas" that are held during the regular school hours, several school interest-based activities are offered. Students in third through fifth grade are given the opportunity to participate in a drama club. A parent volunteer with a passion for the arts leads students through the process producing and presenting plays for parents, students and community members. In addition to giving students many different options for being creative and working together as a team to present a final product, these experiences broaden students' appreciation for the arts and boost their self-esteem.

Once a month the fourth and fifth grade students participate in the University of Tennessee Extension Service's 4-H Club. The program includes real-life activities using standards that are applicable to each of these grade levels. This fosters a sense of importance for the skills and concepts that are taught on a daily basis in the regular curriculum.

Fourth and fifth grade students who have an interest in designing, building and programming a Lego robot with attachments that perform different tasks are chosen for a team through a recommendation and audition process. This program promotes STEM (Science-Technology-Engineering-Math) education through a “hands on” approach.

Students in grades three through five are given the opportunity to participate on the Science Olympiad team. The team uses the scientific method to hypothesize, test and reach a conclusion based on scientific principles. Participation increases student interest in math and science and teaches students to work collaboratively for problem solving.

The positive attitudes of the principal, staff, students and community promote and increase academic achievement, motivation to learn and psychological well-being for all students.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Guided reading is a most effective way to address individual needs of each student. Whether it be the need for remediation in lower functioning students or for acceleration and more challenges for higher functioning students, it is the primary means for teaching reading at Falling Water Elementary School. Reading on all grade levels is based on Dr. Jan Richardson's professional development and her book *The Next Step in Guided Reading*. Fountas and Pinnell Reading Benchmark Assessment is used for assessing the reading level of each student at the beginning, middle, and ending of each school year. The data is used to form appropriate level reading groups. Using the Fountas and Pinnell Leveled Literacy Intervention program, Tier II students receive reading intervention services 30 minutes a day, three days a week. Using the Read Naturally Program, Tier III students receive an additional 30 minutes of reading intervention five days a week. A county-wide adoption of the Journey's Reading Language Arts series, published by Houghton Mifflin Harcourt, is used for teaching guided reading and integrating language arts. *Words Their Way* written by Donald Bear is used to address spelling, word study, phonics, vocabulary and for determining writing levels and differentiating teaching techniques. Lucy Calkins' *Units of Study for Teaching Writing* is used for challenging and improving the writing skills of the students and reinforcing the required language skills. A rubric is used by the teacher for determining the writing level of each student and also for planning whole group mini lessons for writer's workshop. All teaching and learning materials are geared toward the mastery of the reading/ELA Common Core State Standards.

Number Talks by Sherry Parrish and the enVision math series by Pearson have been adopted by the district for math instruction. Supplemental lessons, spiral reviews and assessments created by the district's math coaches are also used. These curriculum resources satisfy the state and Common Core State Standards focus clusters to support students' acquisition of foundational skills.

The primary grades have a 60 minute math block of instruction, and the intermediate grades have 90 minutes. Three days per week teachers begin with a fifteen-minute Number Talks lesson for increasing students' mental math and computational strategies. Two days per week spiral reviews are used for revisiting previously taught skills. Math is taught from either the enVision series or from a supplemental lesson that uses problem based interactive learning, independent practice and individualization for re-teaching or enrichment. A problem is posed by the teacher and time is allotted for students to explore independently or in small groups to solve the problem prior to a whole class plenary. For creating an effective lesson, a focus on best practices is accomplished and supported with the use of the Habits of Mind and Habits of Interaction. To evaluate student progress, teachers use informal data from the lessons, exit slips at the conclusion of each lesson and formative assessments at the conclusion of each unit of study. The data is used for guiding instruction and determining differentiation and remediation.

For science instruction, Tennessee Science by Houghton Mifflin Harcourt has been adopted by the district. In addition, *Science Weekly* published by CAM Publishing Group, Inc. is a supplement for reinforcing the state standards and science concepts. Lessons that encourage collaboration among students are designed to incorporate tasks, roles and interaction consistent with investigative science. Interactive science journals, portfolios and real-life experiences through field studies and experiments are strategies used for student learning. To evaluate student progress, teachers use informal data from the lessons, rubrics and formative assessments at the conclusion of each unit of study. The data is used for guiding instruction and determining differentiation and intervention.

For social studies instruction, Tennessee Through Time series by Gibbs Smith has been adopted by the district. In addition, *Tennessee Studies Weekly*, a core social studies classroom magazine, published by America's New Textbook is a supplement for reinforcing the state standards and social studies concepts. Lessons are constructed to foster student learning. They collaboratively work on projects and activities that are designed to acquire curriculum based goals. Open ended questions are used to persuade student thinking outside the box. To assess the progress of students, informal data is recorded during lessons. Also, rubrics

and formative assessments are used at the conclusion of each unit of study. The combined data is used by the teacher for guiding instruction and determining differentiation and intervention.

## **2. Other Curriculum Areas:**

Falling Water Elementary offers several "other curriculum areas" during and after the school day. Within the regular school week, students in grades K-5 participate in computer lab classes. These classes are held in the computer lab that is equipped with 23 desktop computers, Smartboard, document camera and a selection of software options geared to each grade and developmental level. These classes focus on learning keyboarding skills as well as research skills and support for the math, science, language arts and social studies curriculums.

All students attend music classes in a room that is equipped with musical and rhythm instruments, stereo system, computer, television, Apple TV with projection, iPad and MP3 player. Students are taught basic music theory, relationships between historical events and the music of that era, beginning instruments and music performance.

All students participate in library classes. The library is equipped with thousands of books, computers, Smartboard, Apple TV and iPad to enhance the learning experience. In library classes, an emphasis is on developing a life-long love of reading, learning library science skills, as well as learning research skills for curriculum support. Author and genre studies are also an integral part of these classes.

Weather permitting, physical education classes are held on a large fenced field located on one side of the playground. There is a walking track, basketball court and a wide-open area for multiple uses. The classes are equipped with a variety of balls, bats, nets, cones, parachutes, rackets and hoops that are used for skill practices as well as group games and competitions. In inclement weather, classes are conducted in the gymnasium. Even though space is restricted in the gymnasium, all activities are designed within the mental and physical developmental levels of each student. On a regular basis games are constructed to support the academic standards.

Once a month the fourth and fifth grade students participate in the University of Tennessee Extension Service's 4-H Club. Even though 4-H is not a curriculum, it is offered because the program includes real life activities using standards that are applicable to each of these grade levels. This fosters a sense of importance for the skills and concepts that are taught on a daily basis in the regular curriculum.

Along with these various "other curriculum areas" that are held during the regular school hours, several school interest-based activities are offered. Students in third through fifth grades are given the opportunity to participate in a drama club. A parent volunteer who has a passion for the arts leads this group of students through the process of set building, prop gathering and management, technical set-up with lighting and audio, costuming, rehearsing and ultimately performing plays for the parents, students and community members. In addition to giving students many different options for being creative and working together as a team to present a final product, the plays are highly successful fundraisers for the PTA.

Falling Water Elementary also has a First Lego League Competition Robotics team for fourth and fifth graders. Students who have an interest in designing, building and programming a Lego robot with attachments that perform different tasks are chosen through a recommendation and audition process. The team is given a problem to solve along with a list of challenges that their robot must complete in order to compete among other teams within the surrounding area. The highest ranking teams then compete in the final tournament held at Tennessee Technical University.

Each spring students in grades three through five are given the opportunity to participate on the Science Olympiad team. The team uses the scientific method to hypothesize, test and reach a conclusion based on scientific principles. Teams are assigned multiple problems for which they are to solve and design solutions. In the late spring, they participate in a Science Olympiad competition held on the campus of Chattanooga State Technical Community College.

Falling Water Elementary is a school where not only the basic academic subjects are taught; instead, it is a school that values the diversity of learning styles, interests, strengths and passions of each student. It is a school that fosters the growth of these interests and passions by offering a range of "other curriculum areas" for students to experience.

### **3. Instructional Methods and Interventions:**

Instructional methods used by teachers include direct instruction, interactive instruction, independent study, project-based learning, field studies and hands-on experiences. Students gather accordingly in leveled groups for guided reading, guided writing or guided math; thus, enabling the teacher to provide explicit and differentiated instruction.

For a student who is performing below grade level expectations in reading/math, collected data from assessments is used to determine the need for intervention. Within the classroom, all students receive Tier I core instruction. Students identified as Tier II receive an additional 30 minutes of targeted instruction in reading/math in a small group setting three days per week. The Tier III students receive an additional 30 minutes of individual or small group instruction in reading/math five days per week.

Tier II and Tier III reading intervention is provided by two retired, highly qualified teachers three days per week. One serves students in kindergarten through second grade, and the other serves students in grades three through five. The primary grades use the Leveled Literacy Intervention by Fountas and Pinnell. The intermediate grades use Leveled Literacy Intervention in 30 minute increments for both Tier II and Tier III students. The Tier III students receive an additional 30 minutes of reading using the Read Naturally program. The classroom teachers also provide 30 minute sessions of instruction for the Tier III students two days per week. The on-site computer teacher provides math intervention using Moby Max and Fast Math computer-based programs.

Encore is an extended day intervention program for the intermediate grades. On an assigned day, selected students from a grade level meet for one hour in a learning environment focused on individual needs. The program uses a "revolving door" system so that students continually progress from one level to the next until becoming proficient or advanced in math/reading.

The exceptional education department serves both the learning disabled and the gifted students in grades two through five. Each group depending, on their needs, meets for one hour three times per week. The curriculum provides enrichment classes and activities for the students in the gifted program while the curriculum for the learning disabled is geared toward individual needs.

Through the combined efforts of the administrator, teachers, students, interventionists, parents and community, students at Falling Water Elementary School have shown great growth in their academics as well as significant gap closure.

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

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### **1. Assessment Results Narrative Summary:**

The data presented in the 2010 through the 2014 application tables reveals that Falling Water Elementary School has made significant gains in both math and reading for each consecutive year. In 2010, 36.9% of the student body tested either proficient or advanced in math. Upon the completion of the 2014 school year, the percentage tested proficient or advanced increased to 78%. Within that same timeframe reading scores increased from 37.7% for proficient or advanced in 2010 to 63.6% proficient or advanced in 2014.

In 2010, a highly qualified retired teacher was hired as a reading interventionist to support students in grades three, four and five. The program used for intervention was Read Naturally. In 2012, another highly qualified retired teacher was hired as a reading interventionist to support Tier II students in kindergarten, first and second grades using the Fountas and Pinnell Leveled Literacy Intervention. In 2013, the intermediate interventionist incorporated the Fountas and Pinnell Leveled Literacy Intervention for Tier III students.

In 2012, the Hamilton County Department of Education (HCDE) assigned a math coach to Falling Water Elementary School. To inform instruction, the coach provides professional development and completes residencies with teachers on best practices and data analysis.

In 2012, it became mandatory for all teachers to maintain data notebooks in which assessment data was recorded and used to monitor the students' academic progress. Also, the data served as a tool for teachers to recognize and address the needs of individual students.

In 2014, a math achievement gap of 20.9% existed between all students and the subgroup students receiving special education services. To close this achievement gap, these students are receiving math intervention using the Do the Math program.

Because there are less than five students in any ethnicity group, it is not a favorable statistical analysis to identify trends.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Because the Tennessee Comprehensive Assessment Program doesn't offer item analysis for the academic subjects tested, the Hamilton County Department of Education (HCDE) develops math benchmark assessments that correspond to state standards for each grade level and mandates that the tests are administered by intermediate teachers in November and March; whereas, the primary grades are tested in November, March and May. HCDE scores the tests and enters detailed data analysis into the data dashboard COGNOS. The teachers then retrieve the data to determine the skills along with the corresponding state performance indicators that have not been mastered. Together the administrator, the math coach and the classroom teachers calculate the incorrectly answered questions and construct a plan for remediation. The aforementioned process is also applied for the topic assessments of students at the conclusion of each math unit. Ongoing formative assessments are used during remediation and regular instruction to verify mastery.

For determining the students' reading levels and to assure that each student receives appropriate guided reading instructions, the teacher administers the Fountas & Pinnell Benchmark Assessment System (BAS) in August, December and May to each student individually. These assessments are used to identify student errors in decoding and comprehension. Each student performing on the same reading level of a group could possibly have difficulty in mastering different skills than those of the others; therefore, using the individual test data, the teacher provides differentiated instruction for the various needs. Also, the teacher takes anecdotal notes that are used for ongoing informal assessments to determine student progress. After each benchmark testing, every student's name and reading level is posted on a color coded, grade specific data board. At a glance, student progress can be tracked throughout the school year.

Assessment data is shared among teachers and the administrator and between teacher/students and teacher/parents by means of conferences, progress reports, report cards, monthly school newsletters and PTA programs. For helping students succeed, communicating differentiated and unique data information to parents and the community encourages their support and involvement.

## **Part VI School Support**

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### **1. School Climate/Culture**

With a small enrollment in grades K-5, Falling Water Elementary School is a respectful, healthy, safe and effective 100 year old community school with a culture of growth that supports high behavioral and academic expectations. Establishing a growth mindset for the principal, teachers, students, parents and the community is an ultimate goal for the success of all students.

By valuing teachers' opinions and suggestions for a school-wide focus of a shared vision, mission and beliefs, the administrator, an instructional leader, has an open-door policy that has created a positive and professional culture. This practice validates support, confidence, trust, and a sense of feeling included and appreciated among the faculty, staff, students, parents and community.

Because teachers comply with research-supported evidence for effective instructions, they are often publicly recognized for grant awards and test scores. They believe they are accountable for the academic performance of each student. They also believe that all students can more readily learn in a risk-tolerant learning zone in which students become aware of the importance of their actions for their success. The principal and teachers have an effective working rapport. Information and instructional strategies learned at professional development sessions are collaborated during faculty and grade level meetings.

Falling Water has a positive climate that understands and accepts the unique contributions of all people engaged with the school. Everyone feels welcomed, connected, valued and respected. All teachers promote the conditions that foster a caring environment. In addition, each student has a staff member with whom she/he feels comfortable discussing personal problems.

Each morning bus riders and car riders and their parents are greeted by the principal, a faculty member and fifth grade students who serve on the safety patrol. Upon entering the building, students are greeted by other faculty members and the cafeteria staff who offer a feeling of belonging and security.

The physical environment of the school is welcoming and conducive to learning. The walls in the hallways consist of colorful murals and the work of students on display. A bulletin board in the lobby comprises a photo and job position of each staff member. Other bulletin boards in the building are used to showcase student artwork, contest results, class schedules and teacher attendance.

Throughout the school year, students are encouraged to participate in activities and performances that promote communication and interaction as a means for building self-confidence as well as feeling socially accepted. Also, recognition and awards are used to motivate students to strive for academic accomplishments.

A positive school climate not only promotes an increase in academic achievement, motivation to learn and psychological well-being for all students, it promotes less absenteeism of students, faculty and staff.

### **2. Engaging Families and Community**

Because parental and community support is a major factor, provisions occur throughout the school year to stimulate this involvement. Parents become engaged in "open house" at the beginning of each school year when the administrator introduces the faculty and shares the mission and vision of the school. Parents are encouraged to join and attend monthly PTA meetings and parent/teacher conferences so that they are involved in their child's academic and social growth. Parents volunteer to assist the office staff and teachers in capacities that reinforce the importance of their role in the success of their child and the school.

The Parent Teacher Association sponsors a drama program for students in grades K – 5. Each grade level presents a production at an assigned PTA meeting. All students also have an opportunity to perform in a winter and spring production. These experiences broaden students' appreciation for the arts and boost their self-esteem.

Each spring the Creative Discovery Museum hosts a family science night. Students and their families enjoy an evening of hand-on science activities that are state standards aligned. The activities encourage parents and students to explore a variety of science concepts.

The Tennessee Valley Authority offers fourth and fifth grade students an opportunity to design and build a robot that is competitive with the robots of other students within the district. Participating as a team in the Robotics program promotes STEM (Science-Technology-Engineering-Math) education through a “hands on” approach. The program includes experiences in teamwork, problem solving, time management, technical skills in computer programming, mechanical engineering and construction.

Third, fourth and fifth grade students participate in the Science Olympiad, a program sponsored by The Tennessee American Water Company and Chattanooga State Technical Community College. Being engaged in the concepts and applications of math and science increases interest in both curriculums and teaches students to work collaboratively for problem solving.

The 4-H Organization conducts monthly meetings with the fourth and fifth grade students. The meetings encourage students to engage in hands-on learning activities for science, healthy living and food security. In a classroom bowl, oral presentations accompanied with demonstrations are required. After the classroom bowl, students in the top four placements advance to the Clover Bowl to compete with students within the district.

Lowe’s, a business partner, donated the materials and built an on-site, outdoor classroom for students and teachers to utilizing the outside elements for hands-on science and math instructions that are geared to state standards.

### **3. Professional Development**

At Falling Water Elementary School, an approach to professional development is ongoing because we believe in being lifelong learners. Although most of our staff are seasoned and successful proven teachers, we recognize there is always a need for continuous learning in order to be effective. On a regular basis we attend and/or lead professional development within the district. This enables us to learn current ideas and best practices for teaching students.

Two teachers in the building serve as our literacy support and numeracy support teachers. Throughout the school year, they attend training sessions with literacy and math coaches and other teachers within the district. This is a great opportunity to connect leaders from different schools in learning and sharing new information and strategies. Upon returning to our school, they share the acquired information with all staff members. Having teachers within the building who also serve as support teachers is much more meaningful to our learning than that of learning from an outside, unfamiliar source.

On a regular basis, a literacy coach and a math coach are on site to facilitate professional development for the staff. Both work alongside classroom teachers in planning and implementing best practices for teaching and learning. A close working relationship with the coaches is beneficial for refining pedagogy. In turn, the coaches become aware of the topics that need to be addressed in future professional development sessions. In addition, to preview and familiarize themselves with the upcoming curriculum, teachers attend monthly support sessions conducted by the county literacy and math coaches.

Dr. Jan Richardson’s book *The Next Step in Guided Reading* is a district-wide adopted program that is used for teaching guided reading. Within the district, several schools have partnered to bring Dr. Richardson to Hamilton County on a monthly basis to work directly with students. Literacy coaches and literacy teachers participate in these small group workshop settings. Dr. Richardson models planning and teaching a guided reading lesson with students that is followed by debriefing of the lesson with only the teachers. This is an invaluable opportunity for teachers to observe and participate in a real-time professional development that is more easily applicable upon returning to their classrooms.

Teachers' participation and application of ongoing professional development have resulted in student achievement steadily increasing in both math and literacy within the past five years. There has been an increase in literacy; although, it has not accelerated at the same rate as math. Literacy, therefore, has become a challenge among the administrator, teachers, students and parents. To improve literacy skills and make greater gains in the near future, an emphasis has been placed on additional literacy based professional development.

#### **4. School Leadership**

The philosophy at Falling Water Elementary School is to have an enriching, nurturing and safe environment that encourages academic achievement for all students. As a result, the majority of students are proficient or advanced in all core academic subjects, and there are productive relationships and mutual respect among the principal, teachers and students.

The focus is primarily on unified input for developing policies, classroom teaching and student achievement; therefore, a system of school-wide leadership is aligned to support the work of the principal and teachers in the delivery of instruction.

For improving pedagogy, the principal and teachers attend school-based professional development as well as those within the district and outside the district. Afterwards, within leadership team meetings, grade level meetings and faculty meetings, there is discourse among the principal and teachers for implementing the instructional practices to meet the learning needs of all students.

Because the expectations for mastery of the state standards and the levels of achievement are mandatory, teachers are held accountable for data driven results. Using the analysis of summative and formative data, academic school-wide goals are set and monitored by the school director, principal, classroom teachers and math and literacy coaches. In order to provide real-time feedback to the principal and other teachers of individual student progress, all teachers are responsible for keeping an up-to-date data notebook for each student. The data is collaboratively used for joint decision-making by the principal, classroom teachers, exceptional education teachers, math and literacy coaches, math interventionist and reading interventionists and parents for identifying and addressing the needs of remediation or enrichment for each student's progress in all core areas.

After identifying their instructional needs and priorities, teachers are given an opportunity to articulate their proposal of needed funds to the principal and the school's leadership team. Along with teacher recommendations and disaggregated data of students, the principal and the school's leadership team create a plan for budget allocation of all funds received by the school. The funds are used for purchasing resources that enhance instruction and student achievement.

Falling Water Elementary School has a philosophy of education that provides a safe, student friendly and nurturing environment conducive for both teaching and learning. It is a consistent philosophy based on mutual respect and is designed and implemented by a caring staff and student body.



# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>                | <b>Test:</b> <u>Tennessee Comprehensive Assessment Program</u> |
| <b>All Students Tested/Grade:</b> <u>3</u> | <b>Edition/Publication Year:</b> <u>N/A</u>                    |
| <b>Publisher:</b> <u>Pearson</u>           |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 84        | 46        | 80        | 61        | 50        |
| Advanced   | 30        | 19        | 33        | 21        | 23        |
| Number of students tested  | 37        | 37        | 45        | 44        | 44        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 3         | 0         | 9         | 7         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 83        | 46        | 62        | 55        | 36        |
| Advanced   | 17        | 12        | 24        | 18        | 23        |
| Number of students tested  | 18        | 26        | 21        | 22        | 22        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   | 100       | 0         | 67        | 80        | 50        |
| Advanced   | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 2         | 0         | 4         | 4         | 2         |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested                                    |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient and above   | 86        | 46        | 80        | 61        | 48        |
| Advanced   | 31        | 21        | 33        | 21        | 19        |
| Number of students tested                                    | 36        | 33        | 45        | 44        | 42        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** Test scores dropped in third grade math and Reading/ELA in the years 2012-2013. Reasons for this include: ineffective use of data and RTI(Response to Intervention) not in place.

The alternative assessment used for students was the TCAP-MAAS (Modified Academic Achievement Standards) for Exceptional Education students to evaluate individual learning needs and yield results that more accurately reflect students' academic progress.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>                | <b>Test:</b> <u>Tennessee Comprehensive Assessment Program</u> |
| <b>All Students Tested/Grade:</b> <u>4</u> | <b>Edition/Publication Year:</b> <u>N/A</u>                    |
| <b>Publisher:</b> <u>Pearson</u>           |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 65        | 51        | 29        | 36        | 27        |
| Advanced   | 38        | 17        | 7         | 10        | 8         |
| Number of students tested  | 37        | 47        | 42        | 50        | 49        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 3         | 4         | 7         | 4         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 65        | 44        | 24        | 29        | 13        |
| Advanced   | 39        | 19        | 4         | 7         | 3         |
| Number of students tested  | 26        | 27        | 25        | 28        | 30        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   | 33        | 17        | 17        | 38        | 11        |
| Advanced   | 0         | 0         | 0         | 0         | 11        |
| Number of students tested  | 3         | 6         | 6         | 8         | 9         |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient and above   | 67        | 51        | 30        | 35        | 27        |
| Advanced   | 39        | 17        | 8         | 10        | 8         |
| Number of students tested                                    | 33        | 47        | 40        | 48        | 48        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** The alternative assessment used for students was the TCAP-MAAS (Modified Academic Achievement Standards) for Exceptional Education students to evaluate individual learning needs and yield results that more accurately reflects students' academic progress.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>                | <b>Test:</b> <u>Tennessee Comprehensive Assessment Program</u> |
| <b>All Students Tested/Grade:</b> <u>5</u> | <b>Edition/Publication Year:</b> <u>N/A</u>                    |
| <b>Publisher:</b> <u>Pearson</u>           |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 84        | 85        | 51        | 60        | 35        |
| Advanced   | 52        | 40        | 29        | 17        | 8         |
| Number of students tested  | 44        | 45        | 49        | 48        | 37        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 2         | 4         | 6         | 4         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 80        | 86        | 41        | 41        | 26        |
| Advanced   | 52        | 36        | 19        | 3         | 5         |
| Number of students tested  | 25        | 28        | 27        | 29        | 19        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   | 50        | 83        | 38        | 20        | 14        |
| Advanced   | 50        | 17        | 25        | 0         | 0         |
| Number of students tested  | 2         | 6         | 8         | 5         | 7         |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient and above   | 84        | 84        | 49        | 60        | 35        |
| Advanced   | 52        | 40        | 26        | 17        | 8         |
| Number of students tested                                    | 44        | 45        | 47        | 47        | 37        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** The alternative assessment used for students was the TCAP-MAAS (Modified Academic Achievement Standards) for Exceptional Education students to evaluate individual learning needs and yield results that more accurately reflect students' academic progress.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>         | <b>Test:</b> <u>Tennessee Comprehensive Assessment Program</u> |
| <b>All Students Tested/Grade:</b> <u>3</u> | <b>Edition/Publication Year:</b> <u>N/A</u>                    |
| <b>Publisher:</b> <u>Pearson</u>           |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 60        | 32        | 67        | 48        | 36        |
| Advanced   | 8         | 14        | 16        | 11        | 9         |
| Number of students tested  | 37        | 37        | 45        | 44        | 44        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 3         | 0         | 9         | 7         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 56        | 31        | 57        | 36        | 27        |
| Advanced   | 0         | 12        | 14        | 9         | 9         |
| Number of students tested  | 18        | 26        | 21        | 22        | 22        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   | 100       | 0         | 67        | 20        | 25        |
| Advanced   | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 2         | 3         | 6         | 5         | 4         |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient and above   | 61        | 30        | 67        | 48        | 36        |
| Advanced   | 8         | 9         | 16        | 11        | 10        |
| Number of students tested                                    | 36        | 33        | 45        | 44        | 42        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** Test scores dropped in third grade math and Reading/ELA in the years 2012-2013. Reasons for this include: ineffective use of data and RTI(Response to Intervention) not in place.

The alternative assessment used for students was the TCAP-MAAS (Modified Academic Achievement Standards) for Exceptional Education students to evaluate individual learning needs and yield results that more accurately reflect students' academic progress.



**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>         | <b>Test:</b> <u>Tennessee Comprehensive Assessment Program</u> |
| <b>All Students Tested/Grade:</b> <u>4</u> | <b>Edition/Publication Year:</b> <u>N/A</u>                    |
| <b>Publisher:</b> <u>Pearson</u>           |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 60        | 62        | 50        | 32        | 33        |
| Advanced   | 22        | 15        | 19        | 8         | 4         |
| Number of students tested  | 37        | 47        | 42        | 50        | 49        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 3         | 4         | 7         | 4         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 58        | 56        | 40        | 29        | 20        |
| Advanced   | 19        | 15        | 12        | 7         | 3         |
| Number of students tested  | 26        | 27        | 25        | 28        | 30        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   | 67        | 67        | 50        | 13        | 11        |
| Advanced   | 33        | 0         | 17        | 0         | 0         |
| Number of students tested  | 3         | 6         | 6         | 8         | 9         |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient and above   | 55        | 62        | 50        | 31        | 33        |
| Advanced   | 21        | 15        | 20        | 8         | 4         |
| Number of students tested                                    | 33        | 47        | 40        | 48        | 48        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** The alternative assessment used for students was the TCAP-MAAS (Modified Academic Achievement Standards) for Exceptional Education students to evaluate individual learning needs and yield results that more accurately reflect students' academic progress.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>         | <b>Test:</b> <u>Tennessee Comprehensive Assessment Program</u> |
| <b>All Students Tested/Grade:</b> <u>5</u> | <b>Edition/Publication Year:</b> <u>N/A</u>                    |
| <b>Publisher:</b> <u>Pearson</u>           |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient and above   | 71        | 67        | 45        | 42        | 46        |
| Advanced   | 9         | 9         | 6         | 6         | 11        |
| Number of students tested  | 44        | 45        | 49        | 48        | 37        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 2         | 4         | 6         | 4         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient and above   | 68        | 68        | 33        | 28        | 32        |
| Advanced   | 16        | 7         | 4         | 0         | 5         |
| Number of students tested  | 25        | 28        | 27        | 29        | 19        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient and above   | 50        | 67        | 25        | 40        | 29        |
| Advanced   | 50        | 0         | 13        | 0         | 0         |
| Number of students tested  | 2         | 6         | 8         | 5         | 7         |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient and above   | 71        | 67        | 45        | 43        | 46        |
| Advanced   | 9         | 9         | 4         | 6         | 11        |
| Number of students tested                                    | 44        | 45        | 47        | 47        | 37        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient and above   |           |           |           |           |           |
| Advanced   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** The alternative assessment used for students was the TCAP-MAAS (Modified Academic Achievement Standards) for Exceptional Education students to evaluate individual learning needs and yield results that more accurately reflect students' academic progress.