

**Revised 3/15/05**

***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

*U.S. Department of Education*

**Cover Sheet**

Type of School: ☐ Elementary ☐ Middle ☐ High ☐ K-12  
☒ X ☐ K-8

Name of Principal Mrs. Ismahen Kangles  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Chattanooga School for the Liberal Arts  
(As it should appear in the official records)

School Mailing Address 6579 E. Brainerd Road  
(If address is P.O. Box, also include street address)

Chattanooga Tennessee 37421-3798  
City State Zip Code+4 (9 digits total)

County Hamilton School Code Number\* 0162

Telephone ( 423 ) 855-2614 Fax ( 423 ) 855-9429

Website/URL <http://hcschools.org/csia/index.html> E-mail [kangles\\_i@hcde.org](mailto:kangles_i@hcde.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent\* Dr. Jesse Register  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton County Schools Tel. (423 ) 209-8400

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

Name of School Board  
President/Chairperson Mr. Chip Baker

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 46 Elementary schools  
14 Middle schools  
0 Junior high schools  
9 High schools  
10 Other (5 schools with combination of grades K-8 and 6-12); 1 Alternative School; 2 K-12 School; and 2 Special Schools)

79 TOTAL

2. District Per Pupil Expenditure: \$7,807

Average State Per Pupil Expenditure: \$6,997

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

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

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	19	26	45
K	16	24	40	8	16	20	36
1	16	25	41	9			
2	22	18	40	10			
3	19	20	39	11			
4	19	26	45	12			
5	21	24	45	Other			
6	28	18	46				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							377

6. Racial/ethnic composition of the students in the school:
- 6 1% White
  - 33% Black or African American
  - 1% Hispanic or Latino
  - 5% Asian/Pacific Islander
  - 0 % American Indian/Alaskan Native
  - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 0% \*

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	379
(5)	Subtotal in row (3) divided by total in row (4)	.00
(6)	Amount in row (5) multiplied by 100	.00

\* As a magnet school, **all Hamilton County** residents have an equal opportunity to enroll. However, Hamilton County Policy prohibits enrollment and in system transfers after the first ten days to and from magnet schools. Consequently, the student turnover is 0%.

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 24%

Total number students who qualify: 90

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 % (without Gifted)  
53 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Emotionally Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>2</u> *
Support staff	<u>6</u>	<u>0</u>
Total number	<u>43</u>	<u>3</u>

\*Two parent reading interventionists that work two hours each day. Salaries are paid by PTA.

12. Average school student-“classroom teacher” ratio: 21

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98	97	98	97	97
Daily teacher attendance	97	96	97	97	96
Teacher turnover rate	13%	42% *	13%	16%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

\*Due to budget issues, retirements and moves out of State, several teachers (7) left our system. Five members of the staff, including our Assistant Principal, were promoted to leadership positions within our system.

## **Part III - SUMMARY**

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The halls of Chattanooga School for the Liberal Arts (CSLA) bustle with activity. Middle school students on their way to classes offer advice to primary children pasting their work on a mural in the hall. Multi-age groups of readers cluster in the corners with parent volunteers. Racial diversity is reflected in the smiling faces of Asian, African, Hispanic, and Anglo students whose ages and sizes range from knee-high 5-year-olds to towering teen-agers.

CSLA is a K-8 non-zoned Paideia magnet school. All students in Hamilton County have an equal opportunity to attend; consequently, CSLA serves an intellectually, socio-economically, and geographically diverse population of learners. As with any successful community, there is a common belief that brings us together. It is reflected in our mission statement: *"...all students have an equal opportunity to develop intellectually, socially, and physically; to grow with strong character into productive and self-reliant citizens."* These opportunities become reality because the teachers at CSLA believe that all students can learn at high levels and work collaboratively to make this happen on a daily basis. Our school has been recognized by the State of Tennessee for superior academic performance and by the National PTA as a National Parent Involvement School of Excellence. In partnership with parents, we live our motto: *CSLA: Success for all in a Community of Caring and Lifelong Learning*. How we accomplish all this is what makes CSLA unique.

*"At CSLA we do lots of things that help us learn instead of just reading a textbook."*

Amber Bumgardner (student)

*Success for all* is achieved through interactive and innovative teaching methods that are the backbone of a rigorous, one-track curriculum. Individual student needs are met through short periods of didactic instruction, longer periods of coaching with the teacher as facilitator, and well-defined seminar discussions. Curriculum is designed based on standards and student needs identified with on-going assessments. Interventions are in place for struggling students. Field experiences, hands-on activities, and student-designed projects are the tools that teachers and students use to connect to real life learning. The inclusion of fine arts and athletics in the curriculum allow all students to shine.

*"What I like best about CSLA is there are no bullies."*

Chace Stanfield (student)

*A community of caring* is created through the discipline program. Self-governance is embedded in the instructional program at CSLA. All students are taught and expected to demonstrate respect, responsibility, and fairness as a part of their contribution to being a member of a caring and learning community. The diversity of the student population leads to understanding and appreciation of different cultures and ideas.

*"What I like best about CSLA is that it is diverse. In a lot of schools, it is mostly white kids or mostly black kids. In my class alone there are white kids, Indian kids, Japanese kids, black kids, and Korean kids. It's really cool."*

Kaitlyn Dean (student)

Students become *lifelong learners* as teachers and parents model the learning process. Teachers work together as a team, supporting one another in the classrooms, sharing strategies and concerns. Parents are required to contribute volunteer hours, but the expectation is that they will also be actively involved in the academic instruction and growth of their children. By incorporating critical thinking and problem solving we have developed a curriculum, which prepares students to be successful seekers of knowledge after their formal school experience has ended.

*"I'll always remember the great education that's going to last me a lifetime that I got at CSLA."*

Haley Allen (student)

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Part IV Question 1

CSLA has established a reputation for high academic achievement for all students. Twenty-five percent of our students qualify for free and reduced lunch, and forty percent are minority. Additionally, thirty-eight percent of our students live in school communities that are normally serviced by Federally Funded Title I programs, while others come from middle and high socio-economic school communities. County and state recognition comes from the number of students our school has graduated with high school credits, as well as, exemplary standardized test data that falls within the top ten percent of Hamilton County and the State of the Tennessee.

All third through eighth grade students take the state standardized Terra Nova test. Test data referenced in this report mainly comes from two types of scores: “Norm-Referenced” scores and “Criterion-Referenced” scores. Norm-referenced scores in reading and math are reported for grades three through eight. Criterion-referenced scores in reading/language and math are reported for grades three, five and eight. Since all eighth graders take algebra, criterion-referenced scores from the Algebra Gateway test are also reported. Subgroups with 45 or more students in the *entire* student body (third through eighth grade) are considered significant; and therefore, are reported separately.

#### **Norm-Referenced Testing**

Scores reported as NCE’s, Normal Curve Equivalents, are useful in comparing how students in a selected norm group compare to others (percentile), comparing one test to another and establishing grade level performance. NCE’s adjust percentile scores by distributing them on a bell curve that ranges from 0 to 99 with most falling within the national average range of 50. In the State of Tennessee, overall scores equal to or greater than 57 in reading, and equal to or greater than 56 in math are considered exemplary and are given an “A” grade. In all years tested, in both reading and math, CSLA far *exceeded the national* average and rated exemplary or “A” in accordance with the state ranking scale. Furthermore, the target score in the State of Tennessee for grade level performance in math and reading is 40 or above. On average, according to individual student NCE scores, 93 % of all CSLA students score on or above grade level in reading and 96% in math. NCE scores in reading and math place CSLA within the top ten percent of the state.

#### **Criterion-Referenced Testing**

Criterion-referenced testing (CRT) results in math and reading/language are only available for the past two school years. Results from criterion-referenced tests are reported by giving the percent of students that scored in the below proficient, proficient and advanced range. To be considered “in good standing” Tennessee schools must make AYP (average yearly progress). The state proficiency AYP target in reading/language is 77.1%, and in math 72.4%. Subgroups (>45) must also meet the target percent. According to the average noted on the State Report Card, in the two years reported, all students scored 97 % proficient or advanced in reading/language with no significant discrepancy in the subgroups (White 99%; African-American 94%; Economically Disadvantaged 94%). The same held true for math. All students scored 98% proficient or advanced in math with subgroups reporting 99%, 95% and 94% proficient or advanced. School wide, grade level, and subgroup data far exceed state targets and state scores giving CSLA good standing status, and evidence that all student groups are performing at high levels.

#### **High School Level Testing**

All eighth graders take a high school level “Exit Exam” in algebra, in order to determine high school credit. The Algebra Gateway test, a CRT, has three years of data available. The state proficiency target for high school students is 65.4%. In the three years reported, an average of 90 % of all CSLA eighth grade students scored proficient and advanced in algebra; consistently, far exceeding the state high school target. Once again evidencing that CSLA far surpasses state target scores and expectation.

High expectations for all students remain a priority at CSLA. Our exemplary test scores are evidence of our success not only in the county and the state, but also the nation.

#### Part IV Question 2

Understanding and utilizing data is essential in improving performance. At the beginning of each school year, the faculty reviews our school improvement plan (SIP) in order to make data driven instructional decisions. School wide goals are set as current demographic and standardized test data (Terra Nova test and Exit Exam data) are reviewed with strengths and needs identified. Individual teacher and grade level goals are also set. Goals are revisited in administrative conferences and team, subject area, and staff meetings. Objective Performance Indicators (OPI's) and grade-to-grade communication are used to revise curriculum maps as individual and group needs of students are noted. Sub skills that need additional reinforcement and enrichment are built into lesson plans and daily academic "warm ups". Support systems include student and parent education and professional development for teachers. Teachers encourage students to set and monitor individual goals. These are shared with parents along with suggestions for improvement.

CSLA believes in early intervention. Math pretests, data from running records and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) identify needs of K-2 students. Classroom instruction and resources are planned in accordance with needs. Interventions for at risk students include working with a reading interventionist, university teacher intern, or a parent volunteer. In grades 3-8 needs are identified using NCE's (Normal Curve Equivalency), math and writing assessments, pretest data, DIBELS and CBM (Curriculum Based Measures). Intervention strategies include offering enrichment and remediation during exploratory classes, recess, and before/after school times. Progress is tracked at regular intervals using built-in assessment components of curricular material, teacher made assessments and DIBELS/CBM monitoring tools. Instruction and individual schedules are modified as needed for student success.

#### Part IV Question 3

CSLA recognizes the need to communicate student performance and assessment data to students, parents and the community. Teachers, in partnership with the guidance counselor, discuss assessment results with intermediate and middle school students in student friendly terms. They then guide students through a process of identifying strengths, weaknesses and the setting of individual goals. They monitor progress, celebrate successes, and redefine needs. All parents participate in conferences where student goals, assessment data and academic portfolios are shared. Parents partner with teachers to assess what is needed to move to the next performance level. Standardized reports, grade sheets, phone calls or e-mail messages, class newsletters, notes in daily assignment books, and comments on school designed report cards keep students and parents aware of expectations and current level of performance. Administration, teachers and a full time parent coordinator discuss school wide formal testing results and goals with parents through regularly scheduled PTA meetings, grade level orientations, and transition meetings, and the monthly school newsletter, Squiggles. Local media, a mall magnet fair, a magnet school publication and the Hamilton County and State websites keep community members abreast of CSLA's assessment results.

CSLA also recognizes that student performance is not limited to formal assessments. CSLA celebrates student performance by displaying student work in classrooms, hallways and by participating in local, state and national competitions. Fine art programs (music, drama and art shows) and participation in a wide range of extracurricular activities (Athletics, Student Newspaper, Jazz Band, Science Club, Technology Club, etc.) give students opportunities to demonstrate talents and achievements to each other, parents and the community.

#### Part IV – Question 4

CSLA will continue to share our success through our open-door policy with educators, community and media. Our work on curriculum mapping has been featured on an ASCD video resulting in numerous requests for information and school visits. We welcome these collaborative opportunities as instructional



methods, utilization of resources, and school climate are observed. Our school in cooperation with the University of Tennessee Chattanooga helps aspiring teachers learn from our faculty through the Professional Development School (PDS). The students spend a semester engaging in all facets of the teaching process. Several of our teachers have distinguished themselves; and consequently, have been selected for participation in Hamilton County's Leadership Fellows Program. Participants network, visit schools, and help plan system-wide professional development for teachers and administrators. Several assistant principals have been trained at CSLA and have gone on to other schools as principals utilizing this background. Schedules, best practices, and resources are shared as we continue a mutually beneficial collaboration. Many of our teachers present instructional strategies at local and national conferences, mentor new teachers, serve as system committee chairpersons, and are involved in professional development sessions where they share successful teaching practices with their peers.

Future activities will include development of our website and collaborative activities with our feeder school including peer visits, student visits and sharing of resources. Additionally, we intend to continue the activities noted, as this sharing not only enhances our ability to grow as an effective school, but also our ability to grow as individuals.

## PART V – CURRICULUM AND INSTRUCTION

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### Part V #1

The rigorous one-track liberal arts curriculum reflects a commitment to provide all children the opportunity to learn at high levels. Curriculum maps that address state grade markers and standards, rather than textbooks, drive the curriculum. Content areas are integrated, and projects that require critical thinking skills are assigned in order for students to make real-life connections. As a culminating demonstration of learning, eighth graders are required to complete an inquiry-based "Exit Project" that integrates all subject areas and connects to a real life, essential question.

**Reading/Language Arts-** Balanced literacy strategies are incorporated in all classrooms. The language arts standards are grouped under the headings *Reading*, *Writing* and *Elements of Language*, which include spelling, mechanics, and grammar. Much of the language arts instruction is integrated into thematic units that use literature to teach social studies or science concepts. Research and information skills are also imbedded in the curriculum. Formal and informal writing reinforce skills and concepts. Socratic seminar is key to the development of listening, speaking, and critical thinking skills. Inclusion, intervention programs, and enrichment/ remediation exploratory classes are a part of the curriculum for our diverse group of learners.

**Social Studies-** History and cultures are taught through fiction and non-fiction readings. Technology, research projects, guest speakers, and field studies are valuable elements of this subject. Maps, tables, charts, etc. are taught through interpretation, application, and student creation as well as integration within other subject areas. Individual and group projects with real life connections engage students, integrate skills and offer opportunities for cross-grade level sharing.

**Math-** Math is taught through inquiry and hands on activities. The math curriculum standards are: *Number and Operations*, *Algebra*, *Geometry*, *Measurement*, *Data Analysis and Probability*, with each being addressed as appropriate in each grade level. Critical thinking and problem solving are the focus. Technology and manipulatives play a key role in giving students opportunities to experience math. Computation is addressed through drill as well as everyday life activities. Number corner in primary grades, and "warm ups" that spiral and reinforce skills are readily used in all grades. Everyday Math, Connected Math, and Cognitive Tutor programs supplement the curriculum. All seventh graders take pre-algebra, and all eighth graders take algebra. Inclusion, exploratory classes, and before/after school coaching address students with special needs and/or difficulties.

**Science** - The science curriculum teaches life, earth, and physical science concepts in an atmosphere of inquiry and experimentation. With textbooks used as supplemental resources, fiction and non-fiction readings are incorporated into this subject. AIMS, GEMS, and the California Biological Program are essential tools as they integrate math and critical thinking opportunities. Physical Science is taught to all eighth graders with an opportunity to gain high school credit.

**Foreign Language** - All students, K-8, learn either *French* or *Spanish*. The teachers of these classes plan with core teachers to integrate their units with the classroom curriculum. In addition to the spoken and written language, the students learn the culture, history, and geography of the areas where the language is spoken.

**Related Arts**- Music, visual arts, technology, and physical education make up the related arts program. All students rotate through these classes, which incorporate literacy and math strategies and integrate their subjects with units of study in the core curriculum.

**Exploratory Classes**- Fifth through eighth graders choose exploratory classes each nine weeks. Exploratory choices such as our award winning band, drama, photography, science fair and reinforcement in math, writing and reading, address student needs while enhancing the curriculum.

#### Part V # 2 (Elementary Schools- Reading)

CSLA's diverse population includes many students that come from poverty with limited experiences while others that come from very enriched backgrounds. A rigorous program that provides support and challenges is essential. The balanced literacy program provides opportunities for enrichment and remediation while making the learning relevant. All subjects are integrated through literature-based studies. For individualized and guided group instruction teachers utilize a variety of resources that include fiction and non-fiction *leveled* texts from Rigby, McGraw Hill, National Geographic, Wright Group, and available technology. The use of vocabulary rich word walls, displays of students' work, and extensive classroom and school libraries immerse students in a literature rich environment. By using a variety of genres, real life connections, personalized written responses, field studies, book talks, literature circles, author studies and data driven instruction, we meet the varied academic and social needs of students.

Additional time and resources such as SAIL, the Wilson Reading Program, before and after school coaching, and assistance from Professional Development School students, an interventionist or an inclusion teacher are used with at risk students. Home readers and parental training in reading recovery techniques is crucial. Our curriculum provides opportunities for enrichment through research based projects and activities, such as "Lunch Bunch", where parents share selected readings and have literacy discussions. Students demonstrate higher order thinking skills through responses to seminar selections, student made products, and presentations. A strong home reading connection holds all students accountable for daily reading. School wide instructional activities reinforce a love of reading. We believe that good reading instruction is a powerful tool in helping students become lifelong readers. Our curriculum allows for all student needs to be met effectively.

#### Part V #2 (Secondary Schools- Language Arts)

Literacy is embedded in all content areas at CSLA. The application of literacy skills is evident in the integration of the subject areas and thematic units. All language arts teachers teach reading, writing, the elements of language and social studies. Elements of literature are taught through the readings of texts that generally support the social studies curriculum. Writing is on going and taught through reading and projects as well as through the formal writing process. Grammar is taught through daily warm ups, writing, and presentations. Graphic organizers, read-aloud, peer editing, differentiated instruction, and specific vocabulary and reading comprehension instruction are evident in all classrooms. Assessments include rubrics, presentations, and authentic products. Career portfolios, the exit project, and field trips give students real life connections for reading and writing. Pre-assessments and standardized test data are used to target students who have special literacy needs. Academic remediation

and enrichment coaching classes are scheduled during the school day. Individualized and small group instruction as well as special programs such as SRA and the Wilson Reading Program, help students working below grade level. Additionally, high interest/low vocabulary fiction and non-fiction books and the newspaper in the classroom program help students improve skills. Students needing enrichment are given the opportunity to complete complex projects, accelerated reading, and technology-based research projects. Paideia seminar is also an important element for the improvement of literacy skills in all levels of students as it helps reinforce critical thinking skills.

#### Part V # 3

All students, K-8, are enrolled in French or Spanish. Classes meet daily. We believe studying a second language contributes to student opportunities to become productive and successful citizens. The foreign language program, in addition, enhances and supports the school wide literacy plan. Literacy strategies include read aloud, writing for a purpose, and skill development (vocabulary, syntax, etc.). All students are expected to meet Hamilton County/Tennessee State Foreign Language Standards, which are embedded in curriculum maps. Performance task rubrics rather than textbook units are the basis for assessment. Individual student portfolios are maintained as evidence of hands-on developmental growth. In order for all students to be successful, additional coaching opportunities as well as need-based, computer programs are utilized at home and at school. Units of study are integrated with other disciplines and immersed within our school wide curriculum. These units of study, which range from French/Spanish fairy tale festivals to the creation of a market place, allow all students the opportunity to integrate with other cultures and use real life applications. All eighth grade students are enrolled in a high school level I course and are required to take an end of year exit exam for a high school credit. Most students at CSLA not only leave with a high school credit, but also continue to take foreign language for each of their high school years. Consequently, students not only learn the value to being bilingual, but also have opportunities to enter rigorous academic paths in high school, college and their careers.

#### Part V # 4

Our Paideia program aims for a high degree of mastery in all subjects and skills that is proportionate to the full capacity of each student. Teachers use a wide variety of instructional methods to support the learning needs of the students. The use of multiple intelligences research and learning style inventories guide the instructional methods so that they can be adapted to individual and classroom needs. Within the instructional process are student presentations, dramatizations and authentic products that contribute to the learning. Teachers present content in active and interactive ways that attract and sustain the students' attention. Coaching, rather than lecture, is utilized for the majority of the instructional program. Techniques such as teacher supervised practice, peer tutoring, small group activities, inquiry based projects, hands-on minds-on activities and one-to-one individualized instruction allow for the development and practice of specific skills. Students sit in small, collaborative groups at tables that facilitate the many strategies the teachers utilize within cooperative learning heterogeneous groups. Field studies are an integral part of this program extending the learning beyond the classrooms and connecting it to real life applications. Socratic seminar techniques and questioning are used throughout the instructional delivery daily in all disciplines and grade levels. Teachers conduct *school-wide* seminars weekly. Student selected exploratory classes, and extracurricular enrichment, and coaching opportunities not only meet individual student needs but also give students a wide variety of experiences. Inherent in all instructional methods is the expectation and goal that students will develop a solid knowledge base and understanding of the strategies and skills they need to become responsible, productive, and independent life long learners in our society.

#### Part V #5

Professional development is relevant to the unique needs of our school and, as a result, has improved student achievement and created a professional learning community for our staff. A school improvement plan (SIP) with specific goals based on surveys, test data and demographics is developed. Strategies to improve student achievement focus on these goals as all staff take ownership, share responsibility and monitor progress. In-house staff, a leadership team and administration share their talents and expertise in a variety of settings. All staff members focus on literacy, interpreting data, and the Paideia philosophy.

New staff is mentored in the summer and weekly with regards to Paideia philosophy. Additionally, teachers and administration attend national and regional conferences to gain knowledge and resources that are shared with colleagues and students. For the past three summers funding has been made available for **all** staff members to attend a two-day reading conference in Birmingham. Professional development activities are integrated into the school day as teachers review student work, meet as “Critical Friends”, and learn from one another during regularly scheduled faculty, team and grade level meetings. Teacher teams meet with the school librarian weekly to address curriculum needs, revise curriculum maps and plan engaging activities. System-wide professional development days have focused on literacy strategies, math and science instruction, brain based research, curriculum mapping and monitoring progress. Several teachers have been selected as Hamilton County Leadership Fellows where national trainers have worked with them and administrators in areas of instruction and leadership. Communication and collaboration have helped staff improve instructional practices, curriculum, and raise expectations. Focused, **data-driven** professional development has helped CSLA meet the needs of students and raise scores consistently.

# STATE CRITERION-REFERENCED TEST

Grade: 3

Test: Terra Nova

Subject: Reading/Language Arts

Publisher: CTB / McGraw Hill

What groups were excluded from the test? None

Why, and how were they assessed? Not applicable.

Scores are reported here as CRTs.

Edition/Publication Year		O / 2004	N / 2003
		2003-2004	2002-2003
Testing Month		April	April
<b>SCHOOL SCORES</b>			
% Below Proficient		<b>3</b>	<b>8</b>
% At or Above Proficient		<b>98</b>	<b>92</b>
% Advanced		<b>50</b>	<b>49</b>
Number of Students Tested		40	39
Percent of Students Tested		100	100
Number of Students Excluded		0	0
Percent of Students Excluded		0	0
<b>SUBGROUP SCORES</b>			
Income Status	Economically Disadvantaged		
	% Below Proficient	0	25
	% At or Above Proficient	100	75
	% Advanced	42	25
	Number of Students Tested	12	8
	Non-Economically Disadvantaged		
	% Below Proficient	4	3
	% At or Above Proficient	96	97
	% Advanced	54	55
	Number of Students Tested	28	31
Race	African-American		
	% Below Proficient	7	21
	% At or Above Proficient	93	79
	% Advanced	20	21
	Number of Students Tested	15	14
	White		
	% Below Proficient	0	0
	% At or Above Proficient	100	100
	% Advanced	78	63
	Number of Students Tested	18	24
	<b>STATE SCORES</b>		
	% Below Proficient	16	20
	% At or Above Proficient	84	80
	% Advanced	34	31

The State of Tennessee has only two years of Criteria-Referenced data.

The only grades reported are the benchmark grades: three, five and eight.

In accordance with the Tennessee State Report Card, *proficiency* target in Reading/Language Arts for 2002-2003 and 2003-2004 was **77.1%**.

# STATE CRITERION-REFERENCED TEST

Grade: 3

Test: Terra Nova

Subject: Math

Publisher: CTB / McGraw Hill

What groups were excluded from the test? None

Why, and how were they assessed? Not applicable.

Scores are reported here as CRTs.

Edition/Publication Year		O /2004	N / 2003
		2003-2004	2002-2003
Testing Month		April	April
<b>SCHOOL SCORES</b>			
% Below Proficient		<b>3</b>	<b>3</b>
% At or Above Proficient		<b>98</b>	<b>97</b>
% Advanced		<b>70</b>	<b>56</b>
Number of Students Tested		40	39
Percent of Students Tested		100	100
Number of Students Excluded		0	0
Percent of Students Excluded		0	0
<b>SUBGROUP SCORES</b>			
<b>Income Status</b>	Economically Disadvantaged		
	% Below Proficient	0	0
	% At or Above Proficient	100	100
	% Advanced	67	50
	Number of Students Tested	12	8
	Non-Economically Disadvantaged		
	% Below Proficient	4	3
	% At or Above Proficient	96	97
	% Advanced	71	58
	Number of Students Tested	28	31
<b>Race</b>	African-American		
	% Below Proficient	7	7
	% At or Above Proficient	93	93
	% Advanced	47	36
	Number of Students Tested	15	14
	White		
	% Below Proficient	0	0
	% At or Above Proficient	100	100
	% Advanced	83	67
	Number of Students Tested	18	24
	<b>STATE SCORES</b>		
	% Below Proficient	25	21
	% At or Above Proficient	75	79
	% Advanced	22	31

The State of Tennessee has only two years of Criteria-Referenced data.

The only grades reported are the benchmark grades: three, five and eight.

In accordance with the Tennessee State Report Card, *proficiency* target in Math for 2002-2003 and 2003-2004 was 72.4%.

# STATE CRITERION-REFERENCED TEST

Grade: 5

Test: Terra Nova

Subject: Reading/Language Arts

Publisher: CTB / McGraw Hill

What groups were excluded from the test? None

Why, and how were they assessed? Not applicable. Scores are reported here as CRTs.

Edition/Publication Year		O / 2004	N / 2003
		2003-2004	2002-2003
Testing Month		April	April
<b>SCHOOL SCORES</b>			
% Below Proficient		<b>2</b>	<b>2</b>
% At or Above Proficient		<b>98</b>	<b>98</b>
% Advanced		<b>57</b>	<b>50</b>
Number of Students Tested		46	46
Percent of Students Tested		100	100
Number of Students Excluded		0	0
Percent of Students Excluded		0	0
<b>SUBGROUP SCORES</b>			
Income Status	Economically Disadvantaged		
	% Below Proficient	8	0
	% At or Above Proficient	92	100
	% Advanced	31	43
	Number of Students Tested	13	14
	Non-Economically Disadvantaged		
	% Below Proficient	0	3
	% At or Above Proficient	100	97
	% Advanced	67	53
	Number of Students Tested	33	32
Race	African-American		
	% Below Proficient	7	0
	% At or Above Proficient	93	100
	% Advanced	47	53
	Number of Students Tested	15	19
	White		
	% Below Proficient	0	4
	% At or Above Proficient	100	96
	% Advanced	67	48
	Number of Students Tested		
	<b>STATE SCORES</b>		
	% Below Proficient	17	21
	% At or Above Proficient	83	79
	% Advanced	30	31

The State of Tennessee has only two years of Criteria-Referenced data.

The only grades reported are the benchmark grades: three, five and eight. In accordance with the Tennessee State Report Card, *proficiency* target in Reading/Language Arts for 2002-2003 and 2003-2004 was **77.1%**.

# STATE CRITERION-REFERENCED TEST

Grade: 5

Test: Terra Nova

Subject: Math

Publisher: CTB / McGraw Hill

What groups were excluded from the test? None

Why, and how were they assessed? Not applicable.

Scores are reported here as CRTs.

Edition/Publication Year		O /2004	N / 2003
		2003-2004	2002-2003
Testing Month		April	April
<b>SCHOOL SCORES</b>			
% Below Proficient		<b>4</b>	<b>4</b>
% At or Above Proficient		<b>96</b>	<b>96</b>
% Advanced		<b>67</b>	<b>61</b>
Number of Students Tested		46	46
Percent of Students Tested		100	100
Number of Students Excluded		0	0
Percent of Students Excluded		0	0
<b>SUBGROUP SCORES</b>			
Income Status	Economically Disadvantaged		
	% Below Proficient	15	7
	% At or Above Proficient	85	93
	% Advanced	46	50
	Number of Students Tested	13	14
	Non-Economically Disadvantaged		
	% Below Proficient	0	3
	% At or Above Proficient	100	97
	% Advanced	76	66
	Number of Students Tested	33	32
Race	African-American		
	% Below Proficient	13	5
	% At or Above Proficient	87	95
	% Advanced	60	37
	Number of Students Tested	15	19
	White		
	% Below Proficient	0	4
	% At or Above Proficient	100	96
	% Advanced	70	78
	Number of Students Tested	27	27
	<b>STATE SCORES</b>		
	% Below Proficient	28	19
	% At or Above Proficient	72	81
	% Advanced	20	31

The State of Tennessee has only two years of Criteria-Referenced data.

The only grades reported are the benchmark grades: three, five and eight.

In accordance with the Tennessee State Report Card, *proficiency* target in Math for 2002-2003 and 2003-2004 was 72.4%.



# STATE CRITERION-REFERENCED TEST

Grade: 8

Test: Terra Nova

Subject: Reading/Language Arts

Publisher: CTB / McGraw Hill

What groups were excluded from the test? None

Why, and how were they assessed? Not applicable.

Scores are reported here as CRTs.

Edition/Publication Year		O / 2004	N / 2003
		2003-2004	2002-2003
Testing Month		April	April
<b>SCHOOL SCORES</b>			
% Below Proficient		<b>5</b>	<b>8</b>
% At or Above Proficient		<b>95</b>	<b>93</b>
% Advanced		<b>47</b>	<b>45</b>
Number of Students Tested		43	40
Percent of Students Tested		100	100
Number of Students Excluded		0	0
Percent of Students Excluded		0	0
<b>SUBGROUP SCORES</b>			
Income Status	Economically Disadvantaged		
	% Below Proficient	10	13
	% At or Above Proficient	90	88
	% Advanced	10	25
	Number of Students Tested	10	8
	Non-Economically Disadvantaged		
	% Below Proficient	3	6
	% At or Above Proficient	97	94
	% Advanced	58	50
	Number of Students Tested	33	32
Race	African-American		
	% Below Proficient	10	11
	% At or Above Proficient	90	89
	% Advanced	25	17
	Number of Students Tested	20	18
	White		
	% Below Proficient	0	5
	% At or Above Proficient	100	96
	% Advanced	68	68
	Number of Students Tested	22	22
	<b>STATE SCORES</b>		
	% Below Proficient	20	21
	% At or Above Proficient	80	79
	% Advanced	35	31

The State of Tennessee has only two years of Criteria-Referenced data.

The only grades reported are the benchmark grades: three, five and eight. In accordance with the Tennessee State Report Card, *proficiency* target in Reading/Language Arts for 2002-2003 and 2003-2004 was **77.1%**.

# STATE CRITERION-REFERENCED TEST

Grade: 8

Test: Terra Nova

Subject: Math

Publisher: CTB / McGraw Hill

What groups were excluded from the test? None

Why, and how were they assessed? Not applicable.

Scores are reported here as CRTs.

Edition/Publication Year		O / 2004	N / 2003
		2003-2004	2002-2003
Testing Month		April	April
<b>SCHOOL SCORES</b>			
% Below Proficient		<b>0</b>	<b>3</b>
% At or Above Proficient		<b>100</b>	<b>98</b>
% Advanced		<b>56</b>	<b>48</b>
Number of Students Tested		43	40
Percent of Students Tested		100	100
Number of Students Excluded		0	0
Percent of Students Excluded		0	0
<b>SUBGROUP SCORES</b>			
Income Status	Economically Disadvantaged		
	% Below Proficient	0	13
	% At or Above Proficient	100	88
	% Advanced	10	50
	Number of Students Tested	10	8
	Non-Economically Disadvantaged		
	% Below Proficient	0	0
	% At or Above Proficient	100	100
	% Advanced	70	47
	Number of Students Tested	33	32
Race	African-American		
	% Below Proficient	0	6
	% At or Above Proficient	100	94
	% Advanced	25	33
	Number of Students Tested	20	18
	White		
	% Below Proficient	0	0
	% At or Above Proficient	100	100
	% Advanced	82	59
	Number of Students Tested	22	22
	<b>STATE SCORES</b>		
	% Below Proficient	30	21
	% At or Above Proficient	70	79
	% Advanced	20	28

The State of Tennessee has only two years of Criteria-Referenced data.

The only grades reported are the benchmark grades: three, five and eight.

In accordance with the Tennessee State Report Card, *proficiency* target in Math for 2002-2003 and 2003-2004 was 72.4%.

# STATE CRITERION-REFERENCED TEST

Grade: 8

Test: Gateway

Subject Algebra

Publisher: CTB / McGraw Hill

What groups were excluded from the test? All students take the 8<sup>th</sup> Grade Math T-Cap as well as the Gateway Algebra Test. However; in 2004, one student, in accordance with her I.E.P., took the Math Foundations Test rather than the Gateway Algebra Test.

Why, and how were they assessed? See above note. Scores are reported here as CRTs.

Edition/Publication Year	H / 2004	E / 2003	B / 2002
	2003-2004	2002-2003	2001-2002
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
% Below Proficient	<b>14</b>	<b>13</b>	<b>4</b>
% At or Above Proficient	<b>86</b>	<b>88</b>	<b>96</b>
% Advanced	53	53	60
Number of Students Tested	42	40	50
Percent of Students Tested	98	100	100
Number of Students Excluded	1	0	0
Percent of Students Excluded	2	0	0

**State scores for eighth grade algebra are not reported.**

In accordance with the Tennessee State Report Card *proficiency* target in high school (9-12) Algebra for 2002-2003 and 2003-2004 was 65.4%. Proficiency Target information was not reported in 2001-2002.

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade 3

Test Terra Nova

Subject Math

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>83</b>	<b>92</b>	<b>81</b>	<b>79</b>	<b>62</b>
Number of Students Tested	39	39	39	44	49
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in math for 2003-2004. Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Math scores equal to or greater than 56 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade **4**

Test Terra Nova

Subject Math

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>80</b>	<b>79</b>	<b>82</b>	<b>78</b>	<b>83</b>
Number of Students Tested	45	42	45	48	49
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in math for 2003-2004. Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Math scores equal to or greater than 56 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade 5

Test Terra Nova

Subject Math

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>88</b>	<b>92</b>	<b>59</b>	<b>68</b>	<b>95</b>
Number of Students Tested	46	40	46	50	49
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in math for 2003-2004. Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Math scores equal to or greater than 56 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade **6**

Test Terra Nova

Subject Math

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>86</b>	<b>79</b>	<b>80</b>	<b>90</b>	<b>60</b>
Number of Students Tested	42	45	50	48	50
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in math for 2003-2004. Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Math scores equal to or greater than 56 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade 7

Test Terra Nova

Subject Math

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>83</b>	<b>90</b>	<b>82</b>	<b>67</b>	<b>84</b>
Number of Students Tested	45	42	50	41	43
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in math for 2003-2004. Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Math scores equal to or greater than 56 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**



ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade **8**

Test Terra Nova

Subject Math

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>87</b>	<b>84</b>	<b>78</b>	<b>79</b>	<b>80</b>
Number of Students Tested	40	50	39	41	45
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in math for 2003-2004. Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Math scores equal to or greater than 56 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade **3**

Test Terra Nova

Subject Reading

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>68</b>	<b>73</b>	<b>66</b>	<b>57</b>	<b>63</b>
Number of Students Tested	39	39	39	44	49
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in reading for 2003-2004.

Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Reading scores equal to or greater than 57 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade **4**

Test Terra Nova

Subject Reading

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>74</b>	<b>71</b>	<b>58</b>	<b>63</b>	<b>65</b>
Number of Students Tested	45	42	45	48	49
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in reading for 2003-2004.

Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Reading scores equal to or greater than 57 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade 5

Test Terra Nova

Subject Reading

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>72</b>	<b>71</b>	<b>59</b>	<b>62</b>	<b>75</b>
Number of Students Tested	46	40	46	50	49
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in reading for 2003-2004.

Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Reading scores equal to or greater than 57 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade **6**

Test Terra Nova

Subject Reading

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>71</b>	<b>62</b>	<b>70</b>	<b>71</b>	<b>76</b>
Number of Students Tested	42	45	50	48	50
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in reading for 2003-2004.

Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Reading scores equal to or greater than 57 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade **7**

Test Terra Nova

Subject Reading

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>61</b>	<b>61</b>	<b>76</b>	<b>61</b>	<b>67</b>
Number of Students Tested	45	42	50	41	43
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in reading for 2003-2004.

Consequently, State and school scores for that year are not available.

Subgroup Scores: N/A State did not disaggregate NCE data.

The national average is an NCE score of 50.

NCE Reading scores equal to or greater than 57 are rated as Exemplary (A) by the State of Tennessee.

**CSLA scores far exceeded the national average and rated Exemplary, in accordance with the state rating scale, in all years reported.**

ASSESSMENTS REFERENCED  
AGAINST NATIONAL NORMS

Grade **8**

Test Terra Nova

Subject Reading

Publisher CTB / McGraw Hill

What groups were excluded from the test? None Why, and how were they assessed? All students tested.

Scores are reported here as NCEs.

Edition/Publication Year	N/2003	M/2002	L/2001	K/2000	B/1999
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>	<b>73</b>	<b>72</b>	<b>70</b>	<b>70</b>	<b>79</b>
Number of Students Tested	40	50	39	41	45
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A	N/A	N/A

Due to changes in the test format, the State did not Total NCE scores in reading for 2003-2004.

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