

REVISED 3/18/05

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

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

Official School Name Morristown-Hamblen High School East
(As it should appear in the official records)

School Mailing Address One Hurricane Lane
(If address is P.O. Box, also include street address)

Morristown TN 37813-2378
City State Zip Code+4 (9 digits total)

County Hamblen School Code Number* 0042

Telephone (423) 586-2543 Fax (423) 585-3779

Website/URL www.hcboe.net/Main/School/MHHSE/MAIN1.html E-mail gjohnson@hcboe.net

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. Dale Lynch
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamblen County Schools Tel. (423) 586-7700

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 Mrs. Carolyn Holt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.*

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: 11 Elementary schools
 4 Middle schools
 0 Junior high schools
 2 High schools
 1 Other

 18 TOTAL
2. District Per Pupil Expenditure: \$6,448.00

 Average State Per Pupil Expenditure: \$6,997.00

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

 31 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			
K				8			
1				9	191	191	382
2				10	196	210	406
3				11	147	147	294
4				12	129	129	258
5				Other	20	9	29
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1,369

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|------------------------------------|
| _____ | 89 % White |
| _____ | 6 % Black or African American |
| _____ | 5 % Hispanic or Latino |
| _____ | 0 % 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: 12 %

(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.	63
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	93
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	156
(4)	Total number of students in the school as of October 1	1,315
(5)	Subtotal in row (3) divided by total in row (4)	0.118
(6)	Amount in row (5) multiplied by 100	11.8

8. Limited English Proficient students in the school: 2 %
23 Total Number Limited English Proficient

Number of languages represented: 2
 Specify languages: Spanish and Chinese

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 554

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: $\frac{14}{181}$ % 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>5</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>83</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>53</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>78</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>19</u>	<u>12</u>
Total number	<u>118</u>	<u>13</u>

12. Average school student-“classroom teacher” ratio: 18:1

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	92%	93%	92%	92%	93%
Daily teacher attendance	96%	97%	97%	96%	96%
Teacher turnover rate	8%	5%	9%	9%	9%
Student dropout rate (middle/high)	7%	8%	4%	5%	6%
Student drop-off rate (high school)	18%	Not Avail.	Not Avail.	Not Avail.	Not Avail.

The Hamblen County School System is only required to keep attendance data for five years. The drop-off rate could not be computed because the data was not available. The discrepancy between the drop-out and the drop-off rates exists because Morristown-Hamblen High School East (MHHSE) has a highly transient population. Many of our students move to other schools or school systems both in and out of state. MHHSE also serves all of Hamblen County's LRE students. These students are eligible to remain in high school and receive special education services until they are 22 years of age.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>291</u>
Enrolled in a 4-year college or university	<u>39 %</u>
Enrolled in a community college	<u>25 %</u>
Enrolled in vocational training	<u>5 %</u>
Found employment	<u>10 %</u>
Military service	<u>10 %</u>
Other (travel, staying home, etc.)	<u>5 %</u>
Unknown	<u>6 %</u>
Total	100 %

PART III - SUMMARY

Morristown-Hamblen High School East (MHHSE) is a public high school located approximately forty-five miles northeast of Knoxville, TN. Morristown is a small, industrialized, rural town of 25,000 residents whose economy is supported by a combination of manufacturing, agriculture and mining. For more than 110 years of this community's history, MHHSE has served as both the cultural and educational focus.

Historically, the community has been represented by predominately European ethnic groups with a small but stable African American population. Recently, the dynamics of the community have begun to change rapidly as citizens of Hispanic origin have settled within the region. The one constant in this changing community has been the presence of MHHSE which offers both education to young adults and a sense of continuity and shared purpose to its many alumni.

One thing that has not changed during the 110 year history of MHHSE has been the mission which was first proposed in 1921 to the Southern Association of Colleges and Schools (SACS). The mission binds the faculty and community to a commitment of excellence in education for all students irregardless of socio-economic or ethnic background. The Southern Association of Colleges and Schools recognized the degree of dedication and commitment to education by granting MHHSE the distinction of being the first public high school in Tennessee to be accredited under their program. The mission of this institution has seldom wavered during its distinguished 113 year history and continues with its most current interpretation which states:

Morristown-Hamblen High School East is a safe environment that makes comprehensive learning the primary focus by offering an exemplary curriculum, promoting excellence in student performance, and encouraging personal development.

The mission continues through a vision which is tempered by the sum of our past experiences, our understanding of major issues, recognition of the limitations of our physical surroundings, and our ability to anticipate the challenges and expectations that we will confront in the future. Our vision statement states that Morristown-Hamblen High School East will be a flagship of excellence in the district, region, and state in academics, instruction, and the development of empowered learners who optimize academic and extracurricular opportunities.

Woven throughout our mission and vision is a system of beliefs, shared among teachers, students, parents, and the community, which shapes major decisions in education. The effect of these decisions has produced programs ranging from the 6-Trait Writing Process to Positive Behavior Support. The key to this process has been the recognition of the need to tailor our curriculum for individual student needs. The tailoring process and the decisions that are created have proven to be effective measures of improved student performance. In later sections, the specifics of the approaches and their implementation will be discussed in greater detail. Particular attention should be directed to the implementation of major strategies for superior performance within both the academic and vocational curriculum. Evidence of superior performance is evident in elevated test scores, as well as, in the creative processes inherent in challenges posed by vocational projects.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Analysis of Results

MHHSE's standardized test scores in mathematics, English, and writing tell a story of academic achievement in the wake of economic relocation, expansion and diversification, in addition to, cultural shifts within the community.

The state of Tennessee has established a set of standardized requirements which serve as the basis of educational performance for all high school students in the primary areas of mathematics, English and writing. Tennessee's requirements are described more fully on the state's website at <http://www.state.tn.us/education>. During the past three years, MHHSE students have distinguished themselves by continually being represented in the top 10% of students statewide on Gateway Exams in English II and Algebra I. A more detailed description of these data is available in part VII of this proposal.

These results stand in marked contrast to the regional scores for similar school systems within the East Tennessee area. The historical context of this blue collar community would not appear to support the expectations that are revealed in these scores. MHHSE's long history has been one of successfully responding to changes first from agriculture to industry and now from industry to technology. Our challenge for the future will be one of incorporating newly emerging cultures into an expanding educational curriculum, and if history is any indication, we will accept this challenge as we have all others with a commitment to students and a reliance on the skills of our staff.

Student achievement in mathematics is the result of diagnostic testing, planning, and thoroughly implementing a program that monitors each student's progress. This program is the product of an educational community committed to raising the standards in mathematics proficiency for all students regardless of socioeconomic, cultural, or recent immigrant status. The curriculum, which includes the pacing and selection of text materials, seeks to establish a foundation for the broadest base of students and addresses the deficiencies indicated by the Terra Nova Test. Emphasis is placed upon student readiness

to progress and advance at a rate commensurate with their individual abilities. This approach allows for maximum flexibility and focuses on the needs of the individual student.

Reading is a skill that requires constant attention and practice. In combination with our writing curriculum, reading is an integral part of the English language, foreign language, as well as all other academic and non-academic coursework. Reading literacy is viewed as a potential barrier to success for all students; therefore, we emphasize reading everywhere, all the time, and for everyone. The four pillars of our English program are reading, writing, speaking, and listening. It is our belief that without one, the others are diminished. Test scores reflect the validity of this integrated approach. The success of our reading program is now leading the way for our student's writing skills.

The need for greater proficiency in writing has been recognized and a course of action has been initiated for every student at MHHSE. All students are currently engaged in a weekly persuasive writing exercise. The 6-Trait Writing Program has been brought on-line to further enhance the writing capabilities of the student body. We anticipate that successful implementation of the 6-Trait Writing Program will enhance, not only creative writing, but also technical report writing and communication beyond the scope of the English classroom.

Use of Assessment Data

The processes that led us to achieve a high level of student proficiency, in mathematics and English, led to the evolution of a framework with the capability to elevate student writing performance. The next challenge confronting MHHSE is to create a school that grows beyond the community's minimal expectations and creates a new paradigm based upon ever increasing levels of academic performance. The Freshman Academy is the physical representation of this theoretical framework and is the first step in the evolutionary process. The Freshman Academy creates a smaller learning community within our school in which students receive support and a more focused emphasis on academics. Within the physical confines of the academy, teachers can focus on the specific problems and requirements of this model population. Innovative teaching strategies, crafted materials, an emphasis on higher academic expectations, and a nurturing environment, offer students a new vision of the value of education combined with a sense of the future that lies before them. We envision each subsequent class of freshmen becoming more ambitious and dedicated to a higher standard of learning. The freshmen are demonstrating improved conduct and attendance, which in the past, has hindered the academic progress of upperclassmen. High profile programs implemented in the Freshman Academy include an increased emphasis on study skills, journal writing, note taking, and reading in the content areas. The most convincing evidence of the success of the Freshman Academy has been an increase in overall test scores. An unanticipated result was the simultaneous reduction in the number of students who failed one or more courses, 8% in the fall of 2004 as compared with 22% the previous year, and improved attendance. We expect a progressive shift in the educational and cultural paradigm within the next three years. That shift will be evident not only in our advanced placement courses, creative writing laboratories, and educational outreach programs, but also in such unexpected programs as vocational and special education.

Communication of Performance

MHHSE informs students, parents, and the community of academic progress in many ways. The conventional approaches include the use of progress reports, report cards, parent/teacher conferences, and personal communication with parents. Innovative approaches include the use of individual teacher web pages, teacher newsletters, financial aid workshops, and a college visitation night. In conjunction with our Freshman Academy, a special orientation is held to inform parents about the increased focus on academic achievement, which we propose may lead to successful participation in Tennessee's Hope Scholarship Program. Parents are more focused now on working with teachers on course selection and

maintaining the 3.5 grade point average necessary for scholarship eligibility.

Students who struggle with Gateway Exams in English II and Algebra I are recognized as candidates for early intervention. Parents and faculty explore options for remediating the areas of deficiency. Regular progress reports are used to reinforce and encourage achievement.

Community awareness has been further heightened by implementing Hurricane Spirit Reward Night which honors students for exemplary academic performance, excellent attendance, and exceptional behavior. On this night, individuals and groups are recognized for their accomplishments before an audience of faculty, peers, parents, and community leaders.

Our school's marquee is one of our most effective communication tools. Located on the most visible corner of the campus, the marquee connects the school to the many thousands of motorists who pass by each day. *The Citizen Tribune*, a local newspaper, provides the community with information about academic and sporting events.

Lastly, the State of Tennessee publishes an annual report card defining the academic progress of all public schools. Parents can access MHHSE's performance in each key assessment area. This access can be obtained from the state web site, as well as, from other media (television, newspaper, and radio) including the school's and school system's web sites.

Sharing Successes with Other Schools

The faculty of MHHSE is actively involved in many different state and national organizations which provide an excellent opportunity to share our success with those from other institutions. In workshops, as well as, state and national educational conferences such as the Tennessee Science Teachers Association, Block Scheduling, Curriculum and Instruction for SREB, Gateway Institutes, and the American Reading Forum, our teachers and administrators are actively exchanging information and ideas for improving education. We also work very closely with other local school systems to share information and ideas with regard to our peer mentoring and credit recovery programs, including innovative uses for technology in the classroom.

In the future, as the internet becomes an even greater communication tool, we anticipate interacting with faculty of many different schools as a source for creative teaching. The electronic media offers a window to both share and learn, while maintaining a focus on our individual classrooms.

PART V – CURRICULUM AND INSTRUCTION

Curriculum Description

English: All students are required to take one English course each year in addition to passing the English II Gateway Test prior to graduation. Multiple levels of courses are offered for advanced students including AP English and Journalism. With increased emphasis on writing proficiency, we are currently extending our writing program from the English department across the curriculum into all departments (academic and vocational). Freshmen focus on language structure and selected literature. Sophomores emphasize mastery of literacy across a spectrum of literature. Juniors survey American Literature from its origins to modern times, while making additional preparations for the eleventh grade writing assessment. Seniors follow a dual path which emphasizes writing compositions, resumes, and business letters, in conjunction with a survey of English Literature.

Fine Arts: MHHSE offers an extensive program that covers multiple levels in the visual, performing, and theatre arts. Each year, more than fifty percent of MHHSE students elect to participate in one or more courses in band, choir, theatre arts or visual arts. Virtually all of the programs compete at the local, state, and national levels for recognition. Competition at this level requires dedication, commitment, and discipline on the part of students, parents, and faculty.

Foreign Language: One in four students enrolls in French, German or Spanish during their high school career. All foreign language classes are available through Level III. The demand for Spanish instruction has steadily grown during the past four years and is expected to reach unprecedented levels. Expanded course offerings in Spanish are anticipated in response to the increasing presence of the local Hispanic community.

Mathematics: Mathematics influences each student's individualized educational program. All students are required to take three math courses and to pass the Algebra I Gateway Test for graduation. Pre-algebra (Foundations I and II), Algebra I, or advanced geometry are available to incoming freshmen. Standard and advanced levels are offered for most math courses. Honor students progress into pre-calculus and AP calculus.

Science: The science program is a continuum of courses that begins with Physical Science and reaches the AP level of coursework. All students are required to take three science courses including one each in physical science and life science. All students must pass the Biology I Gateway Test in order to receive a high school diploma. Additional course offerings include chemistry, earth and space science, environmental science, Biology II, and anatomy and physiology. The majority of these science courses are considered to be traditional with emphasis on the classical concepts inherent in chemistry, physics, and higher level biology classes. Student enrollment has increased as the curriculum has been expanded to include more hands on activities. Emphasis on biological and ecological surveys in environmental science, construction of magnetic-levitation cars in physics, and model design and construction in earth and space science are examples of applications that appeal to the creativity of our students. AP biology and chemistry are offered for students seeking a more intensive preparation for college.

Social Studies: All students are required to take world geography and/or world history, U.S. history, and U.S. government/economics. In addition to these required courses, students are strongly encouraged to expand their understandings of social science by taking psychology/sociology, Advanced Placement (AP) U.S. history, or AP psychology as electives or enrichment courses.

Vocational Programs: The vocational and academic programs are closely linked at MHHSE because all students earn the majority of their elective credits in vocational classes. Vocational offerings include courses from the departments of Family and Consumer Sciences (formally Home Economics), Business Education (Computer Literacy), Agriculture (Farming Operations), Health Sciences Occupations (Medical Support Training), Trade and Industrial (Cosmetology to Auto Mechanics), Drafting Technology (Engineering and Design), and Marketing Education (Business Development). The educational standards in all vocational program courses are equivalent to those required in our traditional academic curriculum.

English Curriculum and Reading

During the last four years, the entire English faculty has been immersed in a coordinated effort to improve reading comprehension. The impetus for this effort arose from the findings and recommendations of the National Reading Panel for improving comprehension, which emphasized activities including explicit instruction, deep discussion and questioning, and content area reading. This initiative has subsequently expanded into other departments through a Reading in the Content Area book study. Every department

participated in the book study and created an individualized course of action to increase reading effectiveness. Teachers report increased comprehension of traditionally challenging subjects such as word problems in mathematics and science. With these successes, our current focus has shifted to the struggling reader for whom the general strategy has been less than successful. A new course, Skills for Reading and Writing, has been created specifically to address the needs of those students who struggle in this area. Individualized attention will provide the skills and experiences necessary for the struggling student to be successful in all content area classrooms, as well as, better prepared to take the state assessments. This course will serve as the model approach for assisting English Language Learners (ELL) and those students who historically have had difficulty mastering the English language.

Our success in reading comprehension has not been as effective in supporting the development of writing skills as we anticipated. Recent literature has proposed a link between reading and writing skills development, however this relationship did not emerge in our classrooms. A task force was created to identify discrepancies and to develop a series of corrective actions for improving writing skills. The task force recommended adoption of the 6-Trait Writing Program combined with intensive instruction of all faculty members and implementation of a regular writing routine for all students. The key to the success of this strategy is the adoption and rigorous implementation of the 6-Trait Writing Program. Ms. Lynda Rice, a recognized national authority on 6-Trait Writing, initiated our program with an intensive five hour training session conducted in January of 2005. All MHHSE teachers attended this training session. In subsequent years, the task force further recommends an annual review and supplemental training in those areas which require further strengthening in writing.

Another Content Area: Mathematics

The Hamblen County School System has a tradition of exceptionally strong mathematics programs for all grade levels. The MHHSE Mathematics Department continues this tradition through the development and implementation of curriculum and pacing guides that are very closely aligned with the goals and objectives of the state content standards and assessments. The influence of the high school mathematics program extends into the middle school where the Orleans-Hannah Algebra Readiness Test and the Terra Nova Criterion-Referenced Test begin to define the direction of future course work. These assessment tools, in combination with teacher recommendations, provide individualized evaluation and serve as a basis for each student's four-year academic plan.

The second phase in the implementation of the student's plan is placement in the most appropriate and challenging educational tract. Within the Mathematics Department, a series of interlacing tracts have been created which accommodate differences based upon student ability. On an individual level, a student with minimal skills may enter through Foundations I and progress with the expectation of completing Algebra I and the opportunity to advance to more challenging course work. The benefit of this approach is the inherent flexibility and response to student deficiencies and needs. The student's individualized curriculum can be adjusted to reflect the need for additional work or the opportunity to advance rapidly to higher levels of mathematics. The successful outcome of this process is the creation of an educated student who is fundamentally sound and qualified to demonstrate competency in all state content areas. As the staff has matured in the process and has gained greater confidence in its application, more students are motivated to take advanced mathematics courses (AP Calculus AB). An equally important, but often overlooked, aspect is the effect of this process on the students at greatest risk. For more than half a decade, the number of students requiring remediation has been in steady decline. Both the total numbers of students and the average time of their remediation are declining. The next major challenge that will reshape the process will come from integrating English Language Learners (ELL) and an increasing number of special needs students into the mainstream mathematics curriculum.

Instructional Methods

The diversity of learners in the standard classroom emphasizes the need to develop and utilize a combination of traditional and innovative educational strategies capable of reaching all students. In addition to our conventional classroom setting, we employ a variety of different settings to enhance individual learning. We make maximum use of technology and different teaching tools, to reach diverse learning styles (visual learners, auditory learners, tactile/kinesthetic learners, etc.) Students requiring additional support enter specialized learning environments that focus on skill development, remedial instruction, and correcting deficiencies in reading, math, and science. Individualized direct instruction and monitoring, combined with project based learning, hands-on activities, and development of critical thinking skills, creates excitement in the classroom and expectations for future learning. Reversing the paradigm surrounding the Gateway Writing Assessment required an innovative strategy that addressed the growing trend of nonparticipation. A reward system, that used food (pizza) as the incentive, dramatically increased overall student attendance and participation on the critical test taking day. An increase of 30% participation rate represented a historic change in both reduction of absenteeism and an increase in overall test scores. Using the latest brain based research, we are investigating methods that rely heavily on constructivist approaches for students ranging from the talented and gifted to those requiring a higher degree of focus. As we become more qualified in assessing the applicability of this new research, we anticipate implementing more sophisticated methods to reach our most impoverished learners.

Professional Development

Professional development at MHHSE is taking a major direction into those areas which will generate expanded offerings in AP courses. Staff members have been selected to receive training in AP chemistry, AP biology, and AP English courses, which will serve to draw our students more closely to the college experience. The second major direction includes the 6-Trait Writing Program, which is a large scale effort for staff development in writing instruction. The 6-Trait Writing Program is a long term commitment which will be taught to all incoming faculty, including periodic refreshers, intended to standardize both instruction and assessment of writing performance. The Sheltered Instruction Observation Protocol (SIOP) method is awaiting introduction to the faculty, by a team of recently trained trainers, for use with ELL students and all at-risk students. The SIOP method will challenge everyone to create a sheltered learning environment which extends learning time and provides scaffolded instruction to aid student comprehension of content topics and objectives.

An often overlooked aspect of staff development is creating and maintaining a safe and productive educational environment. The dynamics of change that are occurring across the nation are also affecting our educational environment. Increased diversity, mainstreaming of students and conflict resolution are challenges that could destabilize the learning environment. Positive Behavior Support (PBS) is our proactive response to reestablishing an emphasis on academic achievement. The major initiatives developed from the program include student rewards, modifications to the physical environment, and strategic inputs into the design of the Freshman Academy. The success of these early interventions has led to increased optimism and broader stakeholder participation which in turn has generated a desire to both seek and extend these applications to other support programs.

The educational community at MHHSE has accepted a tremendous challenge that emphasizes attainment of higher professional skills, as well as, a dedication to changing the paradigm surrounding the mindset of education within the local community. Teachers are actively engaged at every level from design through implementation and assessment. The success of these programs will be realized through the commitment of our teachers and staff, and the expectation to be successful in this and the many challenges that we foresee in the future.

PART VII - ASSESSMENT RESULTS

Prior to the 2001-2002 school year, the Terra Nova Norm Referenced Test was the predominate testing tool used to determine proficiency in English, Math, and Science. The Gateway Test for Algebra I was first administered in May 2002 and English II was introduced the following year. The values that are reported in the following tables reflect the results of the Gateway Testing Program.

Subject English Grade All Test Gateway English II

Testing Year	2004-2005	2003-2004	2002-2003
Publisher	Pearson Education Measurement	CTB/McGraw- Hill	CTB/McGraw- Hill
Test Edition	Form G	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	December	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	97	97	92
% At Advanced	66	65	61
Number of students tested	195	310	294
Percent of total students tested*	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
<u>1. Economically Disadvantaged</u>			
% At or Above Proficient	97	95	85
% At Advanced	48	46	39
Number of students tested	77	107	88
<u>2. White</u>			
% At or Above Proficient	97	97	93
% At Advanced	69	67	63
Number of students tested	173	277	275
STATE SCORES			
% At or Above Proficient	Not Available**	90	87
% At Advanced	Not Available**	Not Available	52

*Students eligible to participate in the test.

**Information will not be available from the State of Tennessee until the fall of 2005.

Testing Year	2004-2005	2003-2004	2002-2003
Publisher	Pearson Education Measurement	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form G	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	December	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	0	88	50
% At Advanced	0	44	0
Number of students tested	0	18	2
Percent of total students tested	0	6	1
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u>			
% At or Above Proficient	0	82	0
% At Advanced	0	46	0
Number of students tested	0	11	1
2. <u>White</u>			
% At or Above Proficient	0	88	50
% At Advanced	0	50	0
Number of students tested	0	16	2
STATE SCORES #			

#The State of Tennessee does not disaggregate Gateway English II Exams by grade level.

Testing Year	2004-2005	2003-2004	2002-2003
Publisher	Pearson Education Measurement	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form G	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	December	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	98	99	92
% At Advanced	70	73	62
Number of students tested	176	255	278
Percent of total students tested	90	82	94
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
<u>1. Economically Disadvantaged</u>			
% At or Above Proficient	97	97	85
% At Advanced	53	52	39
Number of students tested	66	77	80
<u>2. White</u>			
% At or Above Proficient	98	99	93
% At Advanced	73	73	64
Number of students tested	158	233	260
STATE SCORES #			

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Testing Year	2004-2005	2003-2004	2002-2003
Publisher	Pearson Education Measurement	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form G	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	December	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	100	97	100
% At Advanced	33	30	67
Number of students tested	12	30	12
Percent of total students tested	6	10	4
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
<u>1. Economically Disadvantaged</u>			
% At or Above Proficient	100	100	100
% At Advanced	25	33	50
Number of students tested	8	12	6
<u>2. White</u>			
% At or Above Proficient	100	96	100
% At Advanced	40	31	64
Number of students tested	10	26	11
STATE SCORES #			

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Testing Year	2004-2005	2003-2004	2002-2003
Publisher	Pearson Education Measurement	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form G	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	December	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	86	71	100
% At Advanced	29	0	0
Number of students tested	7	7	2
Percent of total students tested	4	2	1
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u>			
% At or Above Proficient	100	71	100
% At Advanced	0	0	0
Number of students tested	3	7	1
2. <u>White</u>			
% At or Above Proficient	80	50	100
% At Advanced	40	0	0
Number of students tested	5	2	2
STATE SCORES #			

#The State of Tennessee does not disaggregate Gateway English II Exams by grade level.

Testing Year	2003-2004	2002-2003	2001-2002
Publisher	CTB/McGraw-Hill	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form(s) G, H, I	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	Dec./May/July	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	99	97	95
% At Advanced	78	73	75
Number of students tested	221	270	232
Percent of total students tested*	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
<u>1. Economically Disadvantaged</u>			
% At or Above Proficient	99	94	97
% At Advanced	74	59	61
Number of students tested	69	80	67
<u>2. White</u>			
% At or Above Proficient	99	98	96
% At Advanced	78	75	76
Number of students tested	207	244	219
STATE SCORES			
% At or Above Proficient	81	75	77
% At Advanced	Not Available	45	48

*Students eligible to participate in the test.

Testing Year	2003-2004	2002-2003	2001-2002
Publisher	CTB/McGraw-Hill	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form(s) G, H, I	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	Dec./May/July	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	100	100	100
% At Advanced	91	90	94
Number of students tested	107	148	137
Percent of total students tested	48	55	59
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u>			
% At or Above Proficient	100	100	100
% At Advanced	92	77	86
Number of students tested	26	30	28
2. <u>White</u>			
% At or Above Proficient	100	100	100
% At Advanced	91	89	94
Number of students tested	100	136	134
STATE SCORES #			

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Testing Year	2003-2004	2002-2003	2001-2002
Publisher	CTB/McGraw-Hill	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form(s) G, H, I	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	Dec./May/July	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	100	99	91
% At Advanced	68	60	51
Number of students tested	81	90	79
Percent of total students tested	37	33	34
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
<u>1. Economically Disadvantaged</u>			
% At or Above Proficient	100	97	94
% At Advanced	61	54	47
Number of students tested	33	37	32
<u>2. White</u>			
% At or Above Proficient	100	100	93
% At Advanced	68	63	51
Number of students tested	76	81	71
STATE SCORES #			

#The State of Tennessee does not disaggregate Gateway Algebra I Exams by grade level.

Testing Year	2003-2004	2002-2003	2001-2002
Publisher	CTB/McGraw-Hill	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form(s) G, H, I	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	Dec./May/July	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	91	81	71
% At Advanced	56	35	21
Number of students tested	23	26	14
Percent of total students tested	10	10	6
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u>			
% At or Above Proficient	100	72	100
% At Advanced	67	36	20
Number of students tested	6	11	5
2. <u>White</u>			
% At or Above Proficient	95	76	75
% At Advanced	62	38	25
Number of students tested	21	21	12
STATE SCORES #			

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Testing Year	2003-2004	2002-2003	2001-2002
Publisher	CTB/McGraw-Hill	CTB/McGraw-Hill	CTB/McGraw-Hill
Test Edition	Form(s) G, H, I	Form(s) D, E, F	Form(s) A, B, C
Testing month(s)	Dec./May/July	Dec./May/July	Dec./May/July
SCHOOL SCORES			
% At or Above Proficient	90	83	100
% At Advanced	60	33	50
Number of students tested	10	6	2
Percent of total students tested	5	2	1
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
<u>1. Economically Disadvantaged</u>			
% At or Above Proficient	75	50	100
% At Advanced	75	0	50
Number of students tested	4	2	2
<u>2. White</u>			
% At or Above Proficient	90	83	100
% At Advanced	60	33	50
Number of students tested	10	6	2
STATE SCORES #			

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