**REVISED 3/6/06**

# *2005-2006 No Child Left Behind - Blue Ribbon Schools Program*

## *U.S. Department of Education*

Type of School: (Check all that apply) __ Elementary __ Middle X_ High __ K-12 __Charter

Name of Principal Mr. Bobby D. McClain

Official School Name Hampton High School

School Mailing Address 766 1st Avenue

Hampton TN 37658-3218
City State Zip Code+4 (9 digits total)

County Carter State School Code Number* 030

Telephone ( 423 ) 725-5200 Fax (423 ) 725-5204

Website/URL: http://carter.k12.tn.us./education/school/school.php?sectionid=6 E-mail dannymcclain@k12tn.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.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Dallas Williams

District Name Carter County Schools Tel. (423) 547-4000

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Bobby R. McClain

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.

_____ Date_____
(School Board President's/Chairperson's Signature)

## ELIGIBILITY CERTIFICATION

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 for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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.

## DEMOGRAPHIC DATA

### DISTRICT

1. Number of schools in the district:
   - 10 Elementary schools
   - 1 Middle schools
   - 0 Junior high schools
   - 4 High schools
   - 2 Other (1 Adult HS and 1 Alternative School)
   - 17 TOTAL

2. District Per Pupil Expenditure: $ 6,812

   Average State Per Pupil Expenditure: $ 6,970

### SCHOOL

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
   [ X] Rural

4. 4 Number of years the principal has been in her/his position 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** | 67 | 63 | 130 |
| **2** | | | | **10** | 80 | 54 | 134 |
| **3** | | | | **11** | 53 | 53 | 106 |
| **4** | | | | **12** | 52 | 44 | 96 |
| **5** | | | | **Other** | | | |
| **6** | | | | | 252 | 214 | |
| | | **TOTAL STUDENTS IN THE APPLYING SCHOOL →** | | | | | 466 |

6. Racial/ethnic composition of the students in the school:

   (as of Oct. 1, 2005)

   - 97 % White
   - 0 % Black or African American
   - 1 % Hispanic or Latino
   - 1 % Asian/Pacific Islander
   - 1 % American Indian/Alaskan Native

   **100% Total**

   (Ethnic composition was not rounded to show the presence of non-white students).

7. Student turnover, or mobility rate, during the past year: 18 %

| | | |
|---|---|---|
| **(1)** | Number of students who transferred ***to*** the school after October 1 until the end of the year. | 19 |
| **(2)** | Number of students who transferred ***from*** the school after October 1 until the end of the year. | 69 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)] | 88 |
| **(4)** | Total number of students in the school as of October 1 | 466 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4) | .18 |
| **(6)** | Amount in row (5) multiplied by 100 | 18% |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English is the primary language spoken in the homes of all students.

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 288

10. Students receiving special education services: 18 %
82 Total Number of Students Served

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

| | |
|---|---|
| ____Autism | __1_Orthopedic Impairment |
| ____Deafness | __6_Other Health Impaired |
| ____Deaf-Blindness | _54_Specific Learning Disability |
| __5_Emotional Disturbance | ____Speech or Language Impairment |
| ____Hearing Impairment | ____Traumatic Brain Injury |
| _16_Mental Retardation | ____Visual Impairment Including Blindness |
| ____Multiple Disabilities | |

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

| | Number of Staff | |
|---|---|---|
| | **Full-time** | **Part-Time** |
| Administrator(s) | 2 | 0 |
| Classroom teachers | 26 | 1 |
| Special resource teachers/specialists | 5 | 0 |
| Paraprofessionals | 6 | 0 |
| Support staff | 12 | 0 |
| Total number | 51 | 1 |

12. Average school student-"classroom teacher" ratio: 16:1

13.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|---|---|---|---|---|
| Daily student attendance | 91% | 90% | 90% | 92% | 92% |
| Daily teacher attendance | 96% | 95% | 97% | 97% | 97% |
| Teacher turnover rate | 9% | 0% | 9% | 24% | 9% |
| Student dropout rate (middle/high) | 3% | 7% | 4% | 6% | 12% |
| Student drop-off rate (high school) | 38% | 37% | 42% | 15% | 34% |

There is a discrepancy between the dropout rate and drop-off rate. The four high schools in the Carter County School System are not strictly zoned for school admission and student attendance. Students transfer both within, as well as from the system. Due to a lack of job opportunities from declining industry and agricultural occupations, families leave this area to secure career options. These factors influence Hampton High's mobility rate (18%).

14. Show what the students who graduated in Spring 2005 are doing as of September 2005.

| | |
|---|---|
| Graduating class size | 78 |
| Enrolled in a 4-year college or university | 18 % |
| Enrolled in a community college | 23 % |
| Enrolled in vocational training | 10 % |
| Found employment | 44 % |
| Military service | 5 % |
| Other (travel, staying home, etc.) | n/a % |
| Unknown | n/a % |
| **Total** | 100 % |

## SUMMARY

Hampton High (HHS), a four-year comprehensive high school and an accredited member of Southern Association of Colleges and Schools (SACS), began providing educational services in its current location in 1963. The school, adjacent to Highway 19E, is one of four high schools in the Carter County, Tennessee school system. Located within the foothills of the Appalachian Mountains, HHS serves an area of thirty square miles and a community of 4,300 residents. The area served is rural and mountainous with little industrial development and declining farm land. The current facility provides social, athletic, and academic opportunities for students and is used for community functions. The twenty-two acre campus includes thirty-two classrooms, a media center, two computer labs, two vocational buildings, a band facility, two greenhouses, a gymnasium, as well as football, baseball, and softball fields. HHS, "Home of the Bulldogs", has traditionally achieved success in athletics, especially in basketball and football.

The district-wide focus for 2005-06 is "Family Engagement". Planned activities will promote increased parental involvement in all schools. One of the defining characteristics of HHS is the "family" atmosphere. Due to the small student population, a more personalized environment exists. Sixty percent of the faculty and staff are Hampton graduates and have returned as teachers, administrators, or support personnel. Thirty-four faculty members and eighteen support staff members currently serve the student body and school community. All HHS teachers are credentialed in their teaching areas and have met the "highly qualified" criteria as defined by *No Child Left Behind* (NCLB). Ninety-seven percent of the faculty is tenured, while 41% possess advanced graduate degrees.

Hampton High serves grades 9-12. The homogeneous population of 466 students is 99% Caucasian. A special education population with diverse needs comprises 18% of the student body. For the last five years, HHS has averaged a 70% economically disadvantaged student population, while less than 1% has been identified as "Limited English Proficient" (LEP).

Vocational programs are an integral part of student learning and adhere to high standards of excellence with particular emphasis on reading, writing and math skills. All standards and competency profiles are based on industry recommendations and are correlated to Gateway and End-of-Course objectives and requirements. The practical application of content related knowledge is emphasized.

Technology has made great strides as instructional support in recent years. The current student to computer ratio is 2.3 : 1. One-hundred fifteen instructional computers (including classrooms, labs, and media center) are connected to the Internet. There are multiple opportunities for instruction to be presented in various multi-media forms.

The faculty and student body actively participate in school and community projects. They are involved in numerous programs, projects and competitions related to academics, athletics, clubs, and the community. Major projects include hurricane relief, blood and food drives, as well as service and donations to the Ronald McDonald House and various local charities.

A School-Wide Positive Behavior Support Program (PBS), implemented in 2003, has received local, regional, and national recognition for its goals and benefits for the school environment. The PBS program focuses on rewarding students with "Dawg Dollars" for appropriate behaviors on campus.

The improvement planning process at Hampton High is ongoing and involves all programs and departments, including vocational education and special education. The school's mission is to provide every student the skills, opportunities, and encouragement to become productive citizens and life-long learners. The support of the school's mission is the shared responsibility of the teachers, administration, staff, students, parents, and community. To prepare students for the future, the total school community supports them in all academic endeavors, mandated assessments, and targeted areas. The school's vision is a comprehensive preparation of its students to become contributing, productive members of the community and society in general. This vision incorporates literate and proficient readers and writers, as well as functioning citizens capable of performing necessary mathematical operations in the workplace.

## INDICATORS OF ACADEMIC SUCCESS

### 1. Assessment Results: Math and Language Arts

The Tennessee Department of Education has developed and implemented high school standards and requirements which serve as the foundation for student learning and performance in mathematics and language arts. The state department is placing major emphasis on raising student achievement scores and administering tests that measure a school's performance in improving these scores. All currently enrolled students are required to pass state-mandated Gateway exams before receiving a high school diploma. The Gateway subjects are Algebra I, Biology I and English II. High school students are also required to take end-of-course exams in the following subjects: Math Foundations II, English I, and U.S. History. Upon the completion of each of the related academic courses, students are tested for understanding and mastery of these subjects. Exam scores and results, based upon established standards, classify the students in 3 categories: advanced, proficient, or below proficient (by percentile). Students who score below proficient are remediated and allowed to retest. To give students a stake in the outcome, their grades on these Gateway and end-of-course tests will count as a percentage of their course grade. Another standardized exam, the TCAP Writing Assessment, is administered annually to all 11$^{th}$ grade students. Strengths and weaknesses in written communication are evaluated by the holistic scoring process that also measures critical thinking processes. Each essay is scored by using a six-point rubric scale.

Tennessee School Report Cards, TVAAS (value-added) results, as well as Gateway, End-of-Course, TCAP Writing, and ACT assessments, provide data to determine degree of success in relation to targeted goals. The current academic high school benchmarks for Adequate Yearly Progress (AYP) are: Reading / Language Arts - 90% Proficient / Advanced; Math – 74% Proficient / Advanced. An explanation of Tennessee's standards and requirements, as well as reports for these exam results are published on the state website: http://www.state.tn.us/education.

Due to the ongoing demand for accountability and achieving Adequate Yearly Progress (AYP) on an annual basis, Gateway areas must remain a focus for goal selection at Hampton High. Meeting state goals and benchmarks in Gateway areas are essential elements in meeting AYP. Algebra I is a major concern, due to the difficulty that the course poses for many students, including Special Education students who must take and pass the Gateway exam. Language Arts combines both English II and 11$^{th}$ grade writing scores to determine AYP.

Federal benchmark summaries show that HHS met standards in all reporting categories for AYP in 2004-05, including math, language arts, graduation, and exam participation rates. A three-year analysis of Hampton High's assessment data and subgroup disaggregation (when applicable) has been conducted. Comparisons of male and female performance, as well as socioeconomic factors, have been analyzed. Minimal data is obtained from a disaggregation of LEP and ethnic subgroups, since HHS has less than 2% of the student population in these categories. Analyses and tables presenting Gateway, End-of-Course, and TCAP Writing exam results are located on pages 15-19 in this document.

### 2. Using Assessment Results

Analyses of formative and summative assessments are an ongoing process. These assessments are used to monitor the impact of instruction and student learning. Multiple sources of data are annually reviewed and analyzed regarding academic and non-academic measures. The intent of this process is to support the school's efforts for continuous improvement in student performance, to identify priority target areas, and to reduce student failure in achieving established benchmarks and mandates, and to provide valuable data for the allocation of resources including personnel, professional development, technology, and instructional media. Annual analyses specifically include: in-depth examination of student performance levels, patterns, and trends in state mandated areas; inspection of demographic factors; study of stakeholder perceptions;

review of curriculum alignment; and analysis of the School Report Card and TVAAS (value-added) profiles. Upon arrival of Gateway and End-of-Course results (annually in May), as well as TCAP Writing scores (April or May), test data are analyzed and the skill areas of strength and deficiencies are identified. A minimum of three years of collected data (when available) regarding academic and non-academic issues drive the decision making process and changes in the school improvement planning process. HHS teachers collaborate regularly with each other in order to improve upon the previous year's assessment results. In addition, eighth grade assessments, Terra Nova and EXPLORE, from HHS feeder schools are combined with value-added reports and teacher recommendations to determine appropriate placement for entering freshmen in core classes.

*No Child Left Behind* initiatives mandate data disaggregation, as well as the ongoing monitoring, evaluation, and adjustment of processes and programs. Disaggregated data allows the identification of academic skills that need to be targeted to effectively modify instruction. It also identifies students who need remediation or enrichment. Student data is disaggregated by gender, socioeconomic factors, and by disabilities (when applicable). Ethnicity data is not currently disaggregated due to the small non-white student population (less than 1%). Deficiencies, both specific and general, have been addressed through individual help, tutoring, test preparation, and PLATO Learning Network, a computer based program for assessment and accountability solutions.

**3. Communicating Assessment Results**

Academic progress and student performance levels are communicated in numerous ways. Each school improvement planning committee is represented by various stakeholders (administrators, faculty members, parents, students, and community representatives). Data for the school improvement plan, including student performance and assessment results, is annually updated, analyzed, compiled and disseminated to stakeholders. The existence of shared decision-making focuses on benefits to the students and school community and provides numerous opportunities for collaboration and dissemination of information and data. Additional communication is conducted among high school and feeder school teachers, as well as school and system level personnel.

Parent – Teacher Conferences are scheduled after 9-week grading periods. These meetings are scheduled after school hours to better accommodate parent attendance. Informal parent- teacher conferences occur on an ongoing basis (before and after school, as well as during teacher planning periods). Discussion of individual student progress, assessment data, and strategies for improvement are common topics for these conferences. The school maintains a web page that updates summative test scores for HHS, Carter County and Tennessee. All teachers have school e-mail that is used to promote communication with parents.

The principal has an "open door" policy and welcomes discussion of student performance, suggestions for improvement, and "listens" to issues of concern. He meets with stakeholders (individual or group) as needed. Vocational personnel communicate with area businesses on a frequent basis about student skills and performance levels.

Additional vehicles to promote communication regarding assessment results and other pertinent information include: newsletters; monthly school calendars; principal memos; personal communication via letters and telephone calls; school marquee; mid-term student progress reports; quarterly grade cards (mailed to parents); School Report Card (available online at state website); system websites; brochures; newspaper articles; local television media; 9$^{th}$ Grade Orientation; financial aid workshops; and school-wide celebrations; assemblies, trophies, and certificates (to recognize student performance and achievements).

**4. Sharing Success**

Periodic meetings are scheduled with system-wide high school and middle school teachers to share ideas and strategies. Workshops provide a means for the exchange of information and ideas with educators both inside and outside the school system. Several faculty members have participated in SACS reviews in other schools and have exchanged successful ideas and effective strategies. High school principals in the district meet monthly to share best practices. HHS was recently featured in a local newspaper to report the goals and success of the "Dawg Dollar" Program, a positive behavior initiative. As identified goals are achieved, successes are celebrated.

The Appalachian Regional Commission (ARC) provided a replication grant to HHS that has allowed the school counselor to provide school-wide field trips to employers and to post-secondary institutions. This grant has been implemented in seven regional schools. A local community college designates grant funding and oversees its use. Representatives from each school have shared successful ideas and resources with the goal of increasing the number of graduates who enroll in college. As a result of this grant, positive partnerships have been forged with business and industry to further improve the school's ability to serve students and instill qualities employers are seeking.

The Joint Career and Technical Advisory Committee of Elizabethton City and Carter County Schools provides guidance and relevance for the implementation of educational and career programs within our local, state, and global economy. Based on results shared, the "Applied Communication" course was implemented at HHS. The 12th grade English class allows students pursuing the technical path to gain knowledge of the use of language in business and industry.

**CURRICULUM AND INSTRUCTION**

**1. Curriculum**

Multiple processes and practices for curriculum analysis are in place at Hampton High. All classroom teachers correlate their planning and instruction to state curriculum frameworks, standards, performance indicators, and benchmarks. The Tennessee Blueprint guides curriculum planning in Gateway areas and cross-curricular incorporation. HHS teachers review and modify the curriculum to meet the changing needs of the student population. A new secondary lesson plan format (adopted in 2004-05) is used by all classroom teachers to plan weekly lessons and identify incorporated Gateway indicators. The administration monitors weekly lesson plans and instructional practices to ensure the state curriculum frameworks are being followed.

Students may choose one of three pathways of study: Technical, University, and Combined / Dual Pathway (combination of University and Technical). Students may change paths during high school. The combined / dual path provides the most flexibility because it prepares students to meet both technical and university requirements. The technical path includes the core curriculum and three units focused in one technical area with one additional unit in a related technical area. The university path includes the core curriculum and other courses (including two units of the same foreign language and one unit of fine arts) required for admission to Tennessee's public universities. The largest percentage of students, select a dual pathway of study.

The 2005-06 academic year marked the implementation of a new scheduling format. A combination of block scheduling with the traditional six-period school day allows students to earn a total of seven credits per year. Benefits of the new schedule include: larger student enrollment in vocational classes; ability to have more concentrators for technical path; raise the graduation rate of students in the technical path; and the opportunity to offer a more advanced curriculum. This new format will benefit students by allowing them to take additional credits for remediation, if needed, or for expanding their elective program. The probability of satisfying requirements of course sequencing, pre-requisite completion, and Gateway

preparations are all enhanced by the availability of additional opportunities to take more courses.

Mathematics: Three mathematics credits are required for graduation. Algebra I is mandatory for graduation. Current course offerings are: Foundations I / II; Algebra I / II; Unified Geometry; and Pre-Calculus. Math curriculum goals focus on the student's ability to apply math techniques to solve problems, to reason mathematically, and to analyze real-world problem situations.

Language Arts: Four English credits (English I / II / III / IV) are required for graduation and are taken in sequence. Honors classes, College Prep English I / II / III / IV, as well as Advanced Placement English IV, satisfy graduation requirements. Another course option is Applied Communication. (An additional explanation of the English curriculum is explained on page 11).

Science: Three credits of science are required for graduation. Biology I is mandatory for graduation. The primary focus of the science curriculum is to prepare students to apply scientific principles and processes in making decisions and in understanding matters of scientific and technological concerns.

Social Studies: Three credits of social studies are required for graduation. US History (1 credit), Economics (1/2 credit), and U. S. Government (1/2 credit) are mandatory. The major emphasis of the curriculum is to enable students to have the knowledge and skills to act responsibly and to make a positive contribution in all phases of society.

Fine Arts: One credit in fine arts is required for University Path students. Current course offerings are Instrumental Music (Band), General Music, Visual Art, and Theater Art. Standards based curricular goals actively involve students and support their acquisition of skills for personal expression through selected mediums and for the enjoyment of artistic expression.

Foreign Language: Two credits in the same foreign language is required for University Path students. Currently, Spanish is the only foreign language offered at HHS. The primary focus for students is to develop the capability to communicate in another language with linguistic accuracy and cultural understanding. The teacher employs a research-based storytelling approach (TPRS) during instruction.

Lifetime Wellness: One credit of Lifetime Wellness is required for graduation. The course emphasizes a positive lifestyle management that integrates the emotional, social, intellectual, and physical dimensions for a longer, more productive, and higher quality of life.

Special Education: The special education curriculum offers resource classes in math and language arts, as well as a behavior management class. The curriculum is based on individualized special needs and collaboration with regular education instructors. Gateway benchmarks are instrumental in determining Individual Education Plan goals.

Vocational Education: The primary goal is to prepare students for future livelihood with programs of sufficient scope and quality. Citizenship, leadership, and teamwork are emphasized for success in school, the community, and the workplace. Students in the technical pathway must acquire 4 credits in a Career Technical Program. HHS students are provided the opportunity to earn credits through Northeast State Community College and Tennessee Technology Center. These students receive both college and high school credit. On and off campus vocational classes are available in Trade and Industrial Education, Vocational Agriculture, and Information Technology.

**2. English**

The English curriculum is designed to integrate the standards of reading, writing, viewing, representing, speaking, and listening. Reading and writing are life-long processes. All English courses emphasize communication and critical thinking skills necessary for students to become life-long learners. Throughout each unit of study, Gateway standards/indicators are taught and tested. The majority of these units have cross-curricular correlation to several subjects, including history, art, and keyboarding.
Freshmen engage in a thorough study of grammar, language structure, and selected world literature. They must participate in the English I "End of Course" exam. Sophomores concentrate on literary elements by

surveying a variety of authors, appropriately using elements of the writing process, and applying advanced technological skills. The sophomore curriculum also correlates to Gateway standards and performance indicators. Sophomores must pass the Gateway English II exam to graduate with a regular diploma. Juniors study American literature and focus on the 11th grade TCAP Persuasive Writing Test. Senior English concentrates on British literature and focuses on a more structured instruction and application of the writing process. Students experiencing success during this chronology are better prepared for the ACT test, college admission, and entrance into the work force.

HHS has increased the focus on reading and writing proficiency which directly effects student performance and test scores in all academic areas. The entire faculty strives to improve and enhance their students' reading and writing skills through vocabulary development and cross-curricular activities.
In addition to reading across the curriculum and school-wide vocabulary development, strategies to improve the reading skills of students below grade level include: assignments based on appropriate reading level; use of low level / high interest books; modifications for special needs and reluctant readers; peer tutors; and computer software targeting specific reading skills. The reading and writing elements of the storytelling approach (TPRS) in the foreign language curriculum strengthens these skills in all academic areas.

**3. Mathematics**

The school's mission focuses on providing students with the skills, opportunities, and encouragement to become productive citizens and life-long learners. The mathematics department strives to instill a love for learning and to provide students with skills, opportunities, and encouragement far beyond the scope of Gateway Algebra test objectives. Math courses offer life skills content and college preparation. Teachers make great efforts to cultivate students who will become good consumers, competent members of the work force, and positive contributors in their communities. Student objectives emphasize critical thinking skills needed for taking measurements, as well as for making financial decisions, consumer choices, and connections regarding the importance of mathematics in their daily lives. Common concepts throughout the math curriculum include: integers, equations, graphing, exponentials, and factoring.

The core of the math curriculum is directly aligned with Tennessee Gateway standards. The math department has demonstrated a high degree of success with test scores by aligning the curriculum with these standards in regular classroom instruction, supplying students with a wide variety of supplemental resource materials (study guides, Gateway and End-of-Course "Coach" books, CD's and interactive notebooks), and providing access to PLATO tutorials throughout the year. An extensive effort has been made to focus on math skills in all curricular areas. An Algebra I instructor team teaches with the special education math teacher. Student successes are celebrated and encouraged.

**4. Instructional Methods**

Instructional practices are continually reviewed and analyzed by the administration and teachers. A recent instructional analysis at HHS revealed the following strengths:
1) Reflection of the school's mission;
2) Alignment of instruction to performance standards;
3) Intervention programs and activities to assist students and support instruction. Common instructional methods are employed throughout the school to improve student learning. These strategies include: discussion; inquiry; individual instruction; small group activities; cooperative learning; hands-on tasks; visual and auditory modes of instruction; re-teaching; remediation; peer-tutoring; interactive lectures; and team teaching.

Teachers in Gateway and "end-of-course" areas employ individual "Coach" books to review and drill content material throughout the year, as well as prior to test administrations. They periodically administer

practice tests aligned with Gateway standards to assess student progress. These instructors voluntarily tutor before and after school.

Research based strategies, such as PLATO, have been implemented to improve student performance on state mandated assessments. PLATO is a computer program that covers multiple subject areas and provides instruction, practice, and tests for students at their ability level. PLATO affords students the opportunity for credit recovery, Gateway exam preparation and remediation, ACT preparation and enrichment, as well as special education instruction.

The Media Center has an open scheduling policy which allows teachers to better incorporate research as part of the instructional process. In addition to research, students are encouraged to visit the media center independently for study, document creation, and personal use. A "hands on –minds on" approach to learning is applied in the science curriculum. Basic reading and writing skills are applied in vocational classes. Special education instructors modify instruction and assessment as needed to meet the individual needs of students.

Enrichment activities, such as field trips, supplement instruction and raise cultural awareness. Guest speakers, student productions, and computer-based, individualized tutorials enrich student learning.

**5. Professional Development**

Professional development directly correlates to the school improvement plan and provides support for the faculty, educational programs, and student achievement. Programs and activities are linked to student performance goals and focus on improving achievement from a variety of approaches. Opportunities are provided through district and school programs, staff development sessions, and professional meetings. Faculty members attend a minimum thirty hours of in-service annually and participate in various activities to satisfy SACS requirements.

District-wide sessions have targeted performance standards for various mandated assessments, training for remediation resources (PLATO), interpretation of the School Report Card and TVAAS (value-added) data, student scheduling, lesson planning, as well as parent and community involvement. Workshops regarding technology-based instruction and software are available at the system's computer lab. "Teachers teaching teachers" has been a valuable form of professional development at HHS. Numerous sessions have been presented by trained teachers. Topics have included: reading and writing "across the curriculum"; writing assessment rubrics; interpretation of test data; software applications; appropriate student placement in content areas; positive behavior support; and crisis intervention.

Math, English, and science teachers have attended multiple phases of Gateway Institutes. Three math teachers have received Technical Geometry certification for course introduction to the curriculum and in preparation for higher math requirements. Two English teachers have served on the state's TCAP Writing Scoring Committee. All special education teachers annually attend conferences that focus on testing, instructional support, curriculum options, as well as academic and behavioral issues. Vocational teachers attend training sessions that target reading and writing skills. The Spanish teacher has attended seminars related to the TPRS (storytelling) approach. The chemistry teacher has an ongoing partnership with Eastman Corporation.

Collaboration with middle school teachers increases the awareness of skills needed to better prepare students for the Gateway exams. The ARC grant, implemented in 2005-06, has provided multiple opportunities for professional development. The grant emphasizes team strategies, graduation rate, pursuit of post-secondary education, and employment options. Grant-related collaboration, materials, and exchange of information, facilitated by the counselor, directly impact the curriculum and student achievement.

Collectively, these programs and activities have helped the faculty become more effective in delivering

quality instruction and in preparing all students for post-secondary life. The effectiveness of related interventions and strategies on student achievement has been measured, observed, and documented. Positive impacts include: increased student proficiency and interest in reading, writing, and math; improved graduation rate; decreased drop-out rate; and greater student confidence in test-taking abilities.

## ASSESSMENT RESULTS

The following analyses and sub-group disaggregation of Gateway and End-of-Course exams indicate student performance levels, as well as annual progress. No subgroup analysis was conducted for special education or LEP students during this 3-year period. An analysis for economically disadvantaged students was not conducted in 2002-03. Analyses are not provided for ACT since less than 90% of the student population take the exam.

Gateway Math (Algebra I)
A 3-year analysis revealed annual improvement in the scores for Gateway Math (Algebra I). AYP for was met in 2003, 2004 and 2005. Proficiency / Advanced levels for Algebra I students increased 19% in three years. In 2003, 78% of HHS students scored proficient or advanced. This proficiency level exceeded the state benchmark (65%) by 13%. 82% of males and 74% of females were proficient or above. HHS exceeded the state's score by 3%. In 2004, 94% of HHS students were proficient or above. The state's 65% benchmark was exceeded by 29%. 92% of the males, 96% of the females, and 94% of economically disadvantaged students demonstrated proficiency or above. HHS exceeded the state's score by 18%. In 2005, 97% of HHS students were proficient or above. HHS's proficiency level exceeded the state's 74% benchmark by 23%. 98% of both males and females, as well as 95% of economically disadvantaged students were proficient or above. HHS was 21% above the state's score.

Gateway Language Arts (English II)
A 3-year analysis showed annual improvement in the scores for Gateway Language Arts (English II). AYP was met in 2004 and 2005. Proficiency / Advanced levels for English II students increased 19% in three years. In 2003, 81% of HHS students scored proficient or advanced. This proficiency level was below the state benchmark (86%) by 5%. 76% of males and 85% of females were proficient or above. In 2004, 95% of HHS students were proficient or above. The state's 86% benchmark was exceeded by 9%. 98% of the males, 92% of the females, and 94% of economically disadvantaged students demonstrated proficiency or above. HHS exceeded the state's score by 8%. In 2005, 100% of HHS students were proficient or above. HHS's proficiency level exceeded the state's 90% benchmark by 10%. 100% of all tested subgroups were proficient or above. HHS was 10% above the state's score.

TCAP Writing
Hampton High School has maintained a 3-year "B" average (above average / competent) writing score on a holistic scale (1-6). In 2002-03, scores were primarily analyzed by holistic scores and corresponding letter grades. A 2-year analysis of proficiency levels revealed stability in writing performance. In 2004, 99% of HHS students were proficient or above. 98% of males, 100% of females, and 98% of economically disadvantaged students demonstrated proficiency or above. In 2005, 95% of HHS students were proficient or above. 91% of males, 100% of females, and 92% of economically disadvantaged students were proficient or above. Comparisons were not made to state scores. The state writing scores are not solely disaggregated by writing exam results. Proficiency levels are based on a combination of reading/language plus writing
End-of-Course (EOC) Math :Foundations II
A 3-year analysis showed annual progress in the observed scores for HHS' EOC Math since 2003. Proficiency / Advanced levels for EOC Math students increased 34% in three years. In 2003, 63% of HHS students were proficient or advanced. 62% of males and 65% of females were proficient or above. HHS was below the state's proficiency/advanced level (73%) by 10%. In 2004, 82% of HHS students were

proficient or advanced. 88% of the male students, 87% of the females, and 89% of the economically disadvantaged students were proficient or advanced. HHS exceeded the state's score by 6%. In 2005, 97% of HHS students were proficient or above. 100% of males, 96% of females, and 98% of economically disadvantaged students were proficient or above. HHS was 12% above the state's score.

End-of-Course (EOC) English I

A 3-year analysis showed minor changes in HHS' EOC English I scores from 2003 to 2004, but a proficiency improvement of 14% from 2004 to 2005. In 2003, 86% of HHS students were proficient or advanced. 93% of males and 91% of females were proficient or above. HHS was above the state's proficiency/advanced level (82%) by 4%. In 2004, 85% of HHS students were proficient or advanced. 95% of the male students, 92% of the females, and 93% of the economically disadvantaged students were proficient or advanced. HHS exceeded the state's score by 2%. In 2005, 99% of HHS students were proficient or above. 100% of males, 98% of females, and 100% of economically disadvantaged students were proficient or above. HHS was 11% above the state's score.

**STATE CRITERION-REFERENCED TESTS**

Subject Algebra I Grade 9-12 Test Gateway

Edition/Publication Years 2003, 2004, 2005 Publisher McGraw-Hill

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|
| Testing month | May | May | May |
| SCHOOL SCORES | | | |
| % "Below Proficient" | 3% | 6% | 22% |
| % "Proficient" | 42% | 49% | 28% |
| % "Advanced" | 55% | 45% | 50% |
| % "Proficient / Advanced" | 97% | 94% | 78% |
| Number of students tested | 78 | 65 | 72 |
| Percent of total students tested | 100% | 96% | 97% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% |
| | | | |
| SUBGROUP SCORES | | | |
| 1 Economically Disadvantaged | | | |
| % "Below Proficient" | 5% | 6% | * |
| % "Proficient" | 53% | 58% | * |
| % "Advanced" | 42% | 36% | * |
| % "Proficient / Advanced" | 95% | 94% | * |
| Number of students tested | 36 | 33 | * |
| | | | |
| 2 Gender : Male | | | |
| % "Below Proficient" | 2% | 8% | 18% |
| % "Proficient" | 32% | 47% | 30% |
| % "Advanced" | 66% | 45% | 52% |
| % "Proficient / Advanced" | 98% | 92% | 82% |
| Number of students tested | 38 | 38 | 33 |
| | | | |
| 3 Gender : Female | | | |
| % "Below Proficient" | 2% | 4% | 26% |
| % "Proficient" | 53% | 52% | 23% |
| % "Advanced" | 45% | 44% | 51% |
| % "Proficient / Advanced" | 98% | 96% | 74% |
| Number of students tested | 40 | 27 | 39 |
| | | | |
| STATE SCORES | | | |
| % "Below Proficient" | 24% | 24% | 25% |
| % "Proficient" | 33% | 33% | 30% |
| % "Advanced" | 43% | 43% | 45% |
| % "Proficient / Advanced" | 76% | 76% | 75% |

Table data was derived from annual Tennessee School Report Card and TVAAS (value-added) reports and analyses.
* Socioeconomic disaggregation was not conducted in 2002-03

Disaggregation of data was not performed for Special Education, Ethnicity, or for LEP. For an analysis of student performance levels and Adequate Yearly Progress (AYP) to be conducted in these subgroups, Tennessee has mandated a minimum of 45 students be tested. There were insufficient numbers in these subgroups to do an analysis in Algebra I.

## STATE CRITERION-REFERENCED TESTS

Subject English II Grade 10 Test Gateway

Edition/Publication Years 2003, 2004, 2005 Publisher McGraw-Hill

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|
| Testing month | May | May | May |
| SCHOOL SCORES | | | |
| % "Below Proficient" | 0% | 5% | 19% |
| % "Proficient" | 29% | 37% | 51% |
| % "Advanced" | 71% | 58% | 30% |
| % "Proficient / Advanced" | 100% | 95% | 81% |
| Number of students tested | 82 | 102 | 122 |
| Percent of total students tested | 98% | 97% | 98% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% |
| | | | |
| SUBGROUP SCORES | | | |
| 1 Economically Disadvantaged | | | |
| % "Below Proficient" | 0% | 6% | * |
| % "Proficient" | 38% | 31% | * |
| % "Advanced" | 62% | 63% | * |
| % "Proficient / Advanced" | 100% | 94% | * |
| Number of students tested | 45 | 48 | * |
| | | | |
| 2 Gender : Male | | | |
| % "Below Proficient" | 0% | 2% | 24% |
| % "Proficient" | 34% | 44% | 48% |
| % "Advanced" | 66% | 54% | 28% |
| % "Proficient / Advanced" | 100% | 98% | 76% |
| Number of students tested | 32 | 52 | 62 |
| | | | |
| 3 Gender : Female | | | |
| % "Below Proficient" | 0% | 8% | 15% |
| % "Proficient" | 26% | 30% | 53% |
| % "Advanced" | 74% | 62% | 32% |
| % "Proficient / Advanced" | 100% | 92% | 85% |
| Number of students tested | 50 | 50 | 60 |
| | | | |
| STATE SCORES | | | |
| % "Below Proficient" | 10% | 13% | 13% |
| % "Proficient" | 30% | 34% | 35% |
| % "Advanced" | 60% | 53% | 52% |
| % "Proficient / Advanced" | 90% | 87% | 87% |

Table data was derived from annual Tennessee School Report Card and TVAAS (value-added) analyses.
* Socioeconomic disaggregation was not conducted in 2002-03.

Data disaggregation was not performed for Special Ed., Ethnicity, or for LEP. For an analysis of student performance levels and Adequate Yearly Progress (AYP) to be conducted in subgroups, Tennessee has mandated a minimum of 45 students be tested. There were insufficient numbers in these subgroups to do an analysis in English II.

## STATE CRITERION-REFERENCED TESTS

Subject Writing Grade 11 Test TCAP Writing Assessment

Edition/Publication Years 2003, 2004, 2005 Publisher Measurement Incorporated

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|
| Testing month | Feb. | Feb. | Feb. |
| SCHOOL SCORES | | | |
| % "Below Proficient" | 5% | 1% | * |
| % "Proficient" | 88% | 92% | * |
| % "Advanced" | 7% | 7% | * |
| % "Proficient / Advanced" | 95% | 99% | * |
| Number of students tested | 100 | 104 | 61 |
| Percent of total students tested | 97% | 98% | 96% |
| Number of students alternatively assessed | 0 | 0 | * |
| Percent of students alternatively assessed | 0% | 0% | * |
| | | | |
| SUBGROUP SCORES | | | |
| 1 Economically Disadvantaged | | | |
| % "Below Proficient" | 8% | 2% | * |
| % "Proficient" | 90% | 93% | * |
| % "Advanced" | 2% | 5% | * |
| % "Proficient / Advanced" | 92% | 98% | * |
| Number of students tested | 49 | 59 | * |
| | | | |
| 2 Gender : Male | | | |
| % "Below Proficient" | 9% | 2% | * |
| % "Proficient" | 85% | 93% | * |
| % "Advanced" | 6% | 5% | * |
| % "Proficient / Advanced" | 91% | 98% | * |
| Number of students tested | 55 | 56 | * |
| | | | |
| 3 Gender : Female | | | |
| % "Below Proficient" | 0% | 0% | * |
| % "Proficient" | 91% | 92% | * |
| % "Advanced" | 9% | 8% | * |
| % "Proficient / Advanced" | 100% | 100% | * |
| Number of students tested | 45 | 48 | * |
| | | | |
| STATE SCORES | | | |
| % "Below Proficient" | ** | ** | ** |
| % "Proficient" | ** | ** | ** |
| % "Advanced" | ** | ** | ** |
| % "Proficient / Advanced" | ** | ** | ** |

Table data was derived from annual Tennessee School Report Card and TVAAS (value-added) analyses.
*In 2002-03, TCAP Writing results were not disaggregated according to proficiency levels. They were analyzed by holistic scores (1-6).

** The state writing scores are not solely disaggregated by writing exam results. Proficiency levels are based on a combination of reading/language plus writing.

Data disaggregation was not performed for Special Ed., Ethnicity, or for LEP. For an analysis of student performance levels and Adequate Yearly Progress (AYP) to be conducted in subgroups, Tennessee has mandated a minimum of 45 students be tested. There were insufficient numbers to do an analysis for TCAP Writing.

## STATE CRITERION-REFERENCED TESTS

Subject Math Foundations II Grade 9 - 10 Test End-of-Course

Edition/Publication Years 2003, 2004, 2005 Publisher McGraw-Hill

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|
| Testing month | May | May | May |
| **SCHOOL SCORES** | | | |
| % "Below Proficient" | 3% | 18% | 37% |
| % "Proficient" | 29% | 54% | 38% |
| % "Advanced" | 68% | 28% | 25% |
| % "Proficient / Advanced" | 97% | 82% | 63% |
| Number of students tested | 76% | 110% | 98% |
| Percent of total students tested | 99% | 97% | 95% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% |
| | | | |
| **SUBGROUP SCORES** | | | |
| 1 **Economically Disadvantaged** | | | |
| % "Below Proficient" | 2% | 11% | * |
| % "Proficient" | 30% | 66% | * |
| % "Advanced" | 68% | 23% | * |
| % "Proficient / Advanced" | 98% | 89% | * |
| Number of students tested | 43 | 74 | * |
| | | | |
| 2 **Gender : Male** | | | |
| % "Below Proficient" | 0% | 12% | 38% |
| % "Proficient" | 20% | 63% | 36% |
| % "Advanced" | 80% | 25% | 26% |
| % "Proficient / Advanced" | 100% | 88% | 62% |
| Number of students tested | 30 | 48 | 55 |
| | | | |
| 3 **Gender : Female** | | | |
| % "Below Proficient" | 4% | 13% | 35% |
| % "Proficient" | 35% | 66% | 42% |
| % "Advanced" | 61% | 21% | 23% |
| % "Proficient / Advanced" | 96% | 87% | 65% |
| Number of students tested | 46 | 62 | 43 |
| | | | |
| **STATE SCORES** | | | |
| % "Below Proficient" | 15% | 24% | 27% |
| % "Proficient" | 37% | 45% | 42% |
| % "Advanced" | 48% | 31% | 31% |
| % "Proficient / Advanced" | 85% | 76% | 73% |

Table data was derived from annual Tennessee School Report Card and TVAAS (value-added) reports and analyses.

* Socioeconomic disaggregation was not conducted in 2002-03

Disaggregation of data was not performed for Special Education, Ethnicity, or for LEP. For an analysis of student performance levels and Adequate Yearly Progress (AYP) to be conducted in these subgroups, Tennessee has mandated a minimum of 45 students be tested. There were insufficient numbers in these subgroups to do an analysis for Math Foundations II.

## STATE CRITERION-REFERENCED TESTS

Subject English I Grade 9 Test End-of-Course

Edition/Publication Years 2003, 2004, 2005 Publisher McGraw-Hill

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|
| Testing month | May | May | May |
| **SCHOOL SCORES** | | | |
| % "Below Proficient" | 1% | 15% | 14% |
| % "Proficient" | 51% | 63% | 54% |
| % "Advanced" | 48% | 22% | 32% |
| % "Proficient / Advanced" | 99% | 85% | 86% |
| Number of students tested | 87 | 88 | 93 |
| Percent of total students tested | 95% | 96% | 95% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% |
| | | | |
| **SUBGROUP SCORES** | | | |
| 1 **Economically Disadvantaged** | | | |
| % "Below Proficient" | 0% | 7% | * |
| % "Proficient" | 66% | 84% | * |
| % "Advanced" | 34% | 9% | * |
| % "Proficient / Advanced" | 100% | 93% | * |
| Number of students tested | 38 | 56 | * |
| | | | |
| 2 **Gender : Male** | | | |
| % "Below Proficient" | 0% | 5% | 7% |
| % "Proficient" | 49% | 78% | 61% |
| % "Advanced" | 51% | 17% | 32% |
| % "Proficient / Advanced" | 100% | 95% | 93% |
| Number of students tested | 43 | 36 | 44 |
| | | | |
| 3 **Gender : Female** | | | |
| % "Below Proficient" | 2% | 8% | 9% |
| % "Proficient" | 52% | 77% | 64% |
| % "Advanced" | 46% | 15% | 27% |
| % "Proficient / Advanced" | 98% | 92% | 91% |
| Number of students tested | 44 | 52 | 49 |
| | | | |
| **STATE SCORES** | | | |
| % "Below Proficient" | 12% | 17% | 18% |
| % "Proficient" | 45% | 51% | 51% |
| % "Advanced" | 43% | 32% | 31% |
| % "Proficient / Advanced" | 88% | 83% | 82% |

Table data was derived from annual Tennessee School Report Card and TVAAS (value-added) reports and analyses.

* Socioeconomic disaggregation was not conducted in 2002-03.

Disaggregation of data was not performed for Special Education, Ethnicity, or for LEP. For an analysis of student performance levels and Adequate Yearly Progress (AYP) to be conducted in these subgroups, Tennessee has mandated a minimum of 45 students be tested. There were insufficient numbers in these subgroups to do an analysis for English I.