

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

U.S. Department of Education

Cover Sheet

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

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

Official School Name Halls High School
(As it should appear in the official records)

School Mailing Address 800 West Tigrett Street
(If address is P.O. Box, also include street address)

Halls Tennessee 38040-1179
City State Zip Code+4 (9 digits total)

County Lauderdale State School Code Number* 0023

Telephone (731) 836-9642 Fax (731) 836-1027

Website/URL http://www.lced.net E-mail: apugh@mail.lced.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* Mr. Phillip Jackson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. (731) 635-2941

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. Sarah Harrell
(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 _____

PART I - 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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 1 Junior high schools
 2 High schools
 1 Other (Alternative)
- 8 TOTAL

2. District Per Pupil Expenditure: \$6372.00
- Average State Per Pupil Expenditure: \$6970.00

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
 Rural
4. 11 Number of years the principal has been in her/his position at this school.
- N/A 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	52	61	113
2				10	52	56	108
3				11	40	52	92
4				12	30	45	75
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							388

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6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>73</u> % White |
| <u>25</u> % Black or African American |
| <u>1</u> % Hispanic or Latino |
| <u>0</u> % Asian/Pacific Islander |
| <u>1</u> % 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: 13 %

[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.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	388
(5)	Total transferred students in row (3) divided by total students in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 2 %
7 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish and Choctaw Indian

9. Students eligible for free/reduced-priced meals: 59 %
 Total number students who qualify: 229

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: 12 %
47 Total Number of Students Served

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

- | | | |
|--------------------------------|--|---------------------------------|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment | <u>7</u> Mental Retardation |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired | <u>0</u> Multiple Disabilities |
| <u>0</u> Deaf-Blindness | <u>20</u> Specific Learning Disability | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment | |
| <u>0</u> Hearing Impairment | <u>0</u> Visual Impairment (Including Blindness) | |

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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>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>34</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19:1

13. Show the attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94%	94%	94%	94%	94%
Daily teacher attendance	95%	94%	95%	96%	95%
Teacher turnover rate	8%	8%	8%	4%	26%
Student dropout rate (middle/high)	1%	3%	16%	9%	16%
Student drop-off rate (high school)	28%	30%	37%	28%	32%

The difference between the drop-off rate and the dropout rate is a major concern at Halls High School, which we are currently addressing. There has been a decline in the drop-off the past two years. A major impact on the drop-off rate has been the loss of the two major industries located in Halls. Recently we began an after school Credit Recovery program which we feel will help keep students in school and on track to graduate on time. We are hopeful more stability in the community and the Credit Recovery program will have a declining impact on our drop-off rate.

14. Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>71</u>
Enrolled in a 4-year college or university	<u>23%</u>
Enrolled in a community college	<u>20%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>35 %</u>
Military service	<u>4%</u>
Other (travel, staying home, etc.)	<u>15%</u>
Unknown	<u>0%</u>
Total	100 %

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PART III - SUMMARY

Halls High opened its doors in 1922, graduating its first class in 1923. The present-day facility, originally a two million dollar structure, has been the home for Halls High School students since January 1970. The mission and vision have always encouraged student achievement, family involvement, and preparation for the future.

The school has 35 classrooms, most of which are arranged by grade. Each classroom is computer-networked, and a laptop and computer work station provided for each teacher with many classrooms having multiple student stations. In addition, four computer labs are available to students, and many classrooms have In Focus projectors and digital cameras. The main classroom building is one floor. The new gym, which is adjacent to the original structure, also houses five classrooms.

The present eight-acre campus has outstanding indoor and outdoor athletic facilities for other student activities. The stadium has seating for 1,500, three ticket offices, a press box, concession facilities, and restrooms. The gymnasium will seat 1,275 and is used for many school assemblies and special programs. A greenhouse was built in 2000 to expand the HHS agricultural program.

Indoors facilities for other student activities include the Commons and the Media Center. The Commons, designed to serve many purposes, is used primarily as the dining area. The Media Center is equipped with print and online resources, including more than 9,000 books and 26 IMacs. In addition, ACT Prep tutorial and Accelerated Reader testing are available to students before, during, and after school all year.

Halls High is currently a test pilot site for Credit Recovery, a research-based after-school program that enables students to graduate on time. Over 55 students are enrolled and attending one to four days a week.

Halls High is a great place to spend your high school years and prepare for the future, for our students become learners and our learners become leaders. Consisting of only 382 students in grades nine through twelve, Halls High serves a rural, economically deprived area sixty miles north of Memphis. Although 59.1% of our students qualify for free lunches, our students are successful because of the many opportunities they are given in caring classrooms and varied organizations which stress participation and planning.

Although Halls High appears small in comparison to neighboring schools, we are mighty in our concern and consideration of our student body and their families. Balance would be one way to describe our approach to education, for we give the student an opportunity to develop academically, socially, athletically, aesthetically and technically. Our school curriculum ranges from remedial course work to Advanced Placement, and our 25 clubs and athletic teams offer the students a myriad of opportunities to become both leaders and followers. Equally important to our diversity is our success at all levels.

Halls High School has been accredited by the Southern Association of Colleges and Schools since 1995 and High Schools That Work since 1999. Halls High School has contributed immensely to the educational opportunities of the youth of the community.

Every student at HHS -special ed to gifted- receives opportunities to be successful, to learn skills to prepare him/her for the future, and encouragement to strive for excellence. Similar to a lily pad in the middle of a lake, HHS is a safe haven where students grow and thrive.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

In August 2002, the Tennessee State Board initiated a state assessment system for high school students. This system has a two-fold purpose – to increase academic achievement for all students and to add accountability for students’ academic performance. End of course tests were developed for physical science, U.S History, Biology, English 9, English 10, and Algebra I to monitor student success. Three of these tests - Mathematics (Algebra I), Science (Biology I), and Language Arts (English II) – were designated as Gateway tests, and in order for a student to earn a high school diploma they must successfully pass these examinations. Administered three times a year in the fall, spring, and summer semesters, students have ample opportunity to achieve this requirement for graduation.

Any student who started high school in the 2001-2002 school year or later must score Proficient or Advanced on all three Gateway tests to receive a diploma. Although the scores for meeting the Proficient and Advanced levels have changed slightly since testing began, the following table shows the scores for testing in Fall 2005. These scores are the total number of questions marked correctly out of the core items. There are field test questions in the test for which the student is not scored. This information can be found at www.state.tn.us/education/assessment.

**Cut-off scores for
Proficient and Advanced Levels
Table 1-1**

Test	Proficient	Advanced
Mathematics (Alg I)	30	42
Science (Bio I)	20	35
Language Arts (Eng II)	24	40

Halls High School has had great student success in regards to the Algebra I Gateway and the English II Gateway. According to the 2005 State Report Card, our three-year average for students scoring proficient and advanced on the Algebra I Gateway is 99% and 93% on the English II Gateway. Our report card also indicates that 97% of our economically disadvantaged students are scoring proficient or advanced on the Algebra I Gateway and 92% on the English II Gateway. Likewise, 95% of African-American students score proficient or advanced on the Algebra I Gateway and 90 % on the English II Gateway.

2. Using Assessment Results

The Guidance Department at Halls High School plays a role in data analysis, especially in the area of test scores. Also, teachers review the data and analyze it to improve their programs. Critical analysis takes place with scores from Gateway tests, TCAP Writing Assessments, End-of-Course, ACT scores, and other national tests. Scores are studied each year and compared to state and national averages.

We are in the process of implementing an ACT class at HHS beginning in the fall of 2006. This is a

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result of our average ACT score at Halls High School falling below the state average. Junior class advisors meet with their junior advisees prior to the TCAP Writing Assessment to practice impromptu writing. In addition, the English Department created a rubric for all the teachers to use, in order to assess school-wide writing assignments uniformly. All teachers are required to implement Writing Across the Curriculum once a week in their classrooms with all students.

In the spring of each school year, the eighth graders from our feeder school take a placement test that focuses on Math, Science, and English. The entering freshmen are placed according to their performance on the placement test, Terra Nova, and teacher recommendations.

The teachers at Halls High School constantly analyze test and assessment data, their students' classroom performance, their lifestyles, their behavior, and their special needs, and the teachers make adjustments accordingly.

3. Communicating Assessment Results

Halls High School employs several means of communication with families and the community. We hosted an Open House/Family Night at the beginning of the 2005-2006 school year. Family/Teacher conferences are held twice a year, once during the fall semester and once during the spring semester. At this time, the county is promoting family friendly schools, which has prompted the faculty and staff at HHS to plan and implement family friendly events and gestures, such as sending post cards with positive comments, assessment results, or friendly reminders of upcoming school events. Career/Technical teachers are required to utilize an advisory board in each Career/Technical area of study. These board members are comprised of parents and business and community leaders who are dedicated to promoting academic and vocational excellence at Halls High School. The Career/Technical advisory boards are a prime example of how HHS has formed many essential partnerships within the community. The implementation of an Advisor/Advisee program has increased attendance at our Family/Teacher conferences. Parents and advisors (teachers assigned to a group of students for 4 years) have formed key relationships that have proven to be a great benefit to students, parents, and teachers. The advisors are required to keep family members informed about grades, tutoring programs, assessment dates and data, scholarships, financial aid, job outlooks, and other helpful information. All teachers have access to *Making the Grade* to record grades and generate reports at any time. The Honor Roll is printed in the local newspapers each nine weeks, as well as posted in the front foyer. Any group or individual accolade is also printed in the local newspapers. In addition, HHS has a link on the web site, which is accessible at all times.

4. Sharing Success

The teachers at Halls High School are allowed to travel outside the school system to attend selected education conferences in order to gain knowledge, acquire new skills to improve student achievement, and share successes with others. Recently, a team of teachers and administrators traveled to the Tennessee *High Schools That Work* Key Practices conference in Nashville. At this conference, our site coordinator shared how we implement our Advisor/Advisee program. Math and Science teachers also share their instructional methods and curriculum at Tech Prep conferences regularly. The Career/Technical teachers frequently serve on evaluating teams for statewide technical evaluations. Our Gateway scores are an indicator of the commitment that the faculty and staff at Halls High School have towards excellence and achievement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Several years ago, the Lauderdale County School system required all departments and/or grade levels to create curriculum maps that are aligned with state and national standards. On an annual basis, teachers realign and update these maps to ensure that they are conducive to their students' needs. The assessment data is disaggregated and student objectives are formed to meet the indicated needs of our student body. Halls High School offers a quality education in the following areas: English, Mathematics, Science, Social Studies, Career/Technical, Fine Arts, Foreign Languages, and Physical Education and Wellness. Teachers in all areas are required to produce lesson plans that are aligned with national, state, and local standards and generated through the use of appropriate, data-driven curriculum maps. Gateway and End-of-Course assessment data verifies that rigorous and relevant curriculum and instruction is present at Halls High School. The high-quality curriculum and instruction that leads the way for academic achievement and success is evident from our test scores.

ENGLISH: To meet the needs of all students, we offer courses that run the gamut from basic literacy and communication skills to honors and AP courses in literature, which challenge our most gifted students. We stress writing skills, creative and expository, in all classes. English courses at HHS are English 9, English 9 Honors, English 10, English 10 Honors, English 11, English 11 Honors, Applied Communications 12, English 12, and AP English 12/Analytical Writing.

MATHEMATICS: To provide a math curriculum that allows any freshman entering HHS to be successful on the Gateway Math Exam is a major goal. In an arrangement between the teachers of HHS and HJHS, students are screened by teacher recommendation, stanine scores, Terra Nova math scores, and pre-tests administered by the high school teachers. This insures that student placement can give students more time to strengthen their skills before they reach the Gateway. Mathematics courses at HHS are: Foundations I, Foundations II, Algebra I, Algebra II, Geometry, Precalculus, Advanced Algebra, and Trigonometry.

SCIENCE: The science curriculum stresses student-engaged and laboratory activities to reinforce the curriculum. Science courses at HHS are: Life Science, Physical Science, Biology for Technology, Biology I and II, Principles of Technology, Chemistry I and II.

SOCIAL STUDIES: The Social Studies curriculum includes the blending of government and civics, culture and society, economics, geography, and historical perspective into a plan that engages students in their own learning. The department allows for continuous progress for all students and meets the students' individual needs through a differentiated and culturally responsive curriculum (e.g. learning styles and developmental variations). The social studies courses at HHS are: World Geography, World History, Modern History, U.S. History, Government and Economics.

FINE/PERFORMING ARTS: We have an active Fine Arts Department at HHS. Students are given the opportunity to participate in competitions at the local, district, and state levels. The Halls Golden Tiger Band ranked 7th in the state of Tennessee this year. The Art students are an active part of our community. They provide banners, signs, and other custom artwork for local businesses, clubs, and community members. The Fine Arts Department at HHS offers: Visual Art I, II, III, and IV, Theatre Art, Percussion, Marching Band, and Concert Band.

FOREIGN LANGUAGE: Presently HHS offers two years of Spanish beginning with the freshman year. French I and II are offered, but due to a lack of enrollment, it is not being taught this school year.

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2b. English

The HHS English Department employs a variety of strategies and programs to emphasize reading, writing, listening, speaking, and using higher-level thinking skills. All grades write a variety of creative and analytical papers, as well as persuasive. Sophomore, junior, and senior classes write research papers. Creative writers may join the Literary Club, which publishes student work throughout the year. Including summer reading requirements, English 9, 10, and 11 have honors classes to challenge high achievers. Seniors are offered AP English: 60-70% of HHS students have scored 3 or higher on the English Literature and Composition Exam over the past 15 years. Although this is slightly under the national average of 73%, we do not screen students by standardized test scores as most do but allow motivated students willing to put in the extra work to take the class and the test.

Applied Communication meets the needs of technical track students preparing for the “world of work.” Special education students with I.E.P.’s are included in regular classrooms, where teachers modify as needed.

To raise the reading scores of students who read below grade level, a plethora of strategies and programs are made available to HHS students. For 9th and 10th grade students, we use a new A+ computer lab (32 computers and software-\$37,000), funded with Carl Perkins Funds. This lab is equipped with tutorial software to give all students extra practice before taking Gateway and end-of-course exams. Gateway Coach workbooks and practice Gateway and end-of-course tests are also used. It will also be used for Credit Recovery to allow students an opportunity to receive credit in core classes and graduate on time. Four additional software title programs (\$4,500) were purchased for use in 2nd semester of 2005-2006 school year. For 9th thru 12th grade students, the Accelerated Reader program has helped to raise the reading scores of our students. To modify for Special Ed students, books on tape and oral testing are available. Since the Accelerated Reader Program began in 2001, over 2,265 novels have been tested. In addition, in each English classroom each nine weeks, students read paperback novels as a class and discuss not only the subject matter but also reading strategies. Teacher and student dialogue about a novel helps many slower readers to understand metaphorical writing and complex sentence structure. Also, English tutoring is available at all grade levels for anyone who is experiencing any problems or may need extra help.

3. Science

The science curriculum at Halls High School allows students to study the biological and physical sciences throughout their high school careers. By using hands-on activities to reinforce classroom concepts, students at Halls High School are excelling in science and performing well on science Gateway and End-of-Course tests.

The physical science department includes physical science, chemistry I, chemistry II, and principles of technology. In addition to multiple laboratory experiments, students participate in two projects. The *Junkyard Wars Video and Curriculum* allows students to study potential and kinetic energy by building their own rockets, calculating altitude, and converting potential energy of the rocket to kinetic energy. In addition, *K’NEX Sets Amusement Park Physics* allows students to build rides from amusement parks (roller coaster, swings, ferris wheel, and a boom ride) and study different parts of motion. Beginning in the 2004-2005 school year, physical science students are given an End-of-Course test. Thus far, Halls High School has a 100% passing rate on this test.

The biological department includes environmental science, life science, Biology I, and Biology II. They also use a variety of laboratory and supplemental materials to enhance classroom instruction. Some of these materials include CBLs, motion detectors, pH monitors, force sensors, carbon dioxide sensors, and

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oxygen sensors. Students in Biology I are given the Biology I gateway upon completion of the course. Since testing began in the fall of 2001, Halls High School has a 99.69% passing rate on this test.

4. Instructional Method

The instructional methods vary greatly among all teachers at Halls High School. Student-engaged learning and the use of manipulatives are vital to our educational process. Many teachers require their students to become actively involved. Career/Technical programs offer labs, real-life simulations, computer-enhanced projects, and meaningful field trips. Academic teachers also utilize diverse instructional strategies that include, "Lights, Camera, Action" drama presentations, vocabulary activities, role-play, mock-trials, creative projects, the Accelerated Reader Program, laboratory experiences, and Writing Across the Curriculum strategies. In addition to the preceding innovative techniques, teachers implement Power Point as an instructional tool in all areas. Lectures and notes are enhanced through the use of technology and *United Streaming*. Students also utilize technology through oral presentations, research, remediation, and retention in English, Science, and Career/Technical programs. The small school atmosphere plays a key role in the effectiveness of instruction. HHS provides students with small class sizes, which allows for one-on-one instruction, as well as, the opportunity to address individual learning styles and needs.

5. Professional Development

Because of the low teacher turnover rate and small number of faculty members at Halls High School, there is a superb camaraderie with one another that creates a stable environment that is conducive to learning. The teachers and staff are committed to providing the best education possible for our students. It is imperative that our staff development includes innovative and research based strategies for success in the 21st century. All staff members have the opportunity to attend monthly I-Tech workshops in the school library. These weekly sessions were implemented by county central office to enhance teachers' computer skills, to increase knowledge, and to receive instructions on how to implement computer-enhanced strategies in their classrooms. The administrator at HHS holds mandatory monthly faculty meetings. The meeting time is committed to communicating school issues, sharing of ideas and strategies, focusing on *High Schools That Work* key practices, disaggregating data, recognizing and addressing successes and challenges, while providing the faculty and staff with on-going training for maintaining and improving our assessment scores. Teachers are required to attend five state days and five local days of in-service training each year. The system also provides funding to allow teachers to travel to conferences and workshops. In addition, funding is also available to conduct on-site focused staff development: Some key presenters have included Dr. Rosetta Washington, Assistant Professor of Reading at the University of Tennessee at Martin, Robert Canady, Professor at the University of Virginia, and Dr. Larry Bell. They provided us with various strategies and practices, such as "Reading Across the Curriculum," "Selective Strategies For Engaging Learning," "Grading Practices, Policies and Scheduling Strategies that Increase the Odds for Student Success," and utilizing "Power Words" while becoming successful at reaching all students in the classroom. Staff development is essential to providing the students at Halls High School and our community with successful and effective administrators, teachers, and school.

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PART VII - ASSESSMENT RESULTS

Students entering Halls High School must choose to study one of three paths: Technical, University, or Dual. If a student is undecided, they are allowed to select the Dual Path, which allows them to take courses that will make them eligible for any path. The Technical Path prepares students who successfully complete this course of study to enter the work force, enter an apprenticeship, or enroll in a career/technical school or community college after high school. The University Path prepares students to enroll in a community college or a four-year college/university after high school graduation. The Dual Path allows students to complete the University Path and also have an area of concentration (4 credits) in a vocational/technical field. All students must pass the state proficiency tests. The following tables show data for the past three years for Algebra I and English II. These are the tests that Tennessee selected to use to obtain value-added data for teachers and students that gauge annual yearly progress for NCLB requirements. These reports indicate that our students are doing well.

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STATE CRITERION-REFERENCED TESTS

Subject Math Grade 9-12 Test Algebra I Gateway

Edition/Publication Year 2002-2005 Publisher McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Dec/May	Dec/May	Dec/May		
SCHOOL SCORES*					
% At or Above Meets State Standards*	97	100	100		
% At Exceeds State Standards*	82	96	97		
Number of students tested	101	47	58		
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					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	80	100	100		
% At Exceeds State Standards	40	100	88		
Number of students tested	15	14	16		
2. <u>African-American</u>					
% At or Above Meets State Standards	92	100	100		
% At Exceeds State Standards	60	90	90		
Number of students tested	25	10	10		

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STATE CRITERION-REFERENCED TESTS

Subject English Grade 10 Test English II Gateway

Edition/Publication Year 2002-2005 Publisher McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Dec/May	Dec/May	Dec/May		
SCHOOL SCORES*					
% At or Above Meets State Standards*	92	94	91		
% At Exceeds State Standards*	60	60	48		
Number of students tested	100	106	95		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Meets State Standards	88	95	96		
% At Exceeds State Standards	50	47	39		
Number of students tested	56	43	28		
2. African-American					
% At or Above Meets State Standards	88	93	75		
% At Exceeds State Standards	42	44	10		
Number of students tested	26	27	20		

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2004 TVAAS System Report for Halls High School
Gateway English II

Test	Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	System Effect	System Effect %tile	System Vs State Avg
English II	2003	304	503	42	503	42	-0.4	44	NDD
	2004	303	508	43	512	47	-3.5	18	Below
	2005	368	509	34	512	37	-2.3	24	NDD
	3 Yr. Avg	975	507	40	509	42	-2.1	29	Below

2004 TVAAS System Report for Halls High School
Gateway Algebra I

Test	Year	N	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	System Effect	System Effect %tile	System Vs State Avg
Algebra I	2003	160	562	71	542	56	19.3	95	Above
	2004	186	562	72	542	56	18.6	96	Above
	2005	279	547	59	537	52	9.6	86	Above
	3 Yr. Avg	625	555	67	540	54	15.8	96	Above

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Halls High School
Gateway Proficiency
Report Cards 2003-2005

Gateway Algebra	2003 % Proficient	2004 % Proficient	2005 % Proficient
All Students	100	100	97
Economically Disadvantaged	100	100	80
African American	100	100	92

Gateway English II	2003 % Proficient	2004 % Proficient	2005 % Proficient
All Students	91	94	92
Economically Disadvantaged	93	95	88
African American	89	93	88