

Revised—March 6, 2006

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

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

School Mailing Address: 619 South Highland Avenue
(If address is P.O. Box, also include street address)
Murfreesboro TN 37130-4268
City State Zip Code+4 (9 digits total)

County: Rutherford State School Code Number* 730-37

Telephone (615) 890-6004 Fax (615) 904-7508

Website/URL www.hhs.rcs.k12.tn.us E-mail duggini@rcs.k12.tn.us

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. Harry Gill
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Rutherford Tel. (615) 893-5812

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Rick Wise
(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.*

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 19 Elementary schools
 7 Middle schools
 0 Junior high schools
 7 High schools
 5 Other *2 (K-8) Magnet Schools, 1 (K-12) School and
 2 (6-12) Alternative Schools
 38 TOTAL
2. District Per Pupil Expenditure: \$6,138
 Average State Per Pupil Expenditure: \$6,970

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. 9 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	1	4	5
2				10	9	21	30
3				11	34	36	70
4				12	34	24	58
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							163

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

6. Racial/ethnic composition of the students in the school:
- | | |
|--|------------------------------------|
| | 89 % White |
| | 10 % Black or African American |
| | 0 % Hispanic or Latino |
| | 2 % 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: 78 %

[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.	55
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	48
(3)	Total of all transferred students [sum of rows (1) and (2)]	103
(4)	Total number of students in the school as of October 1	132
(5)	Total transferred students in row (3) divided by total students in row (4)	.78
(6)	Amount in row (5) multiplied by 100	78%

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

Number of languages represented: 4

Specify languages: Arabic, Laotian, Spanish, and Vietnamese

9. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 25

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: $\frac{8}{17}$ %
 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>2</u>	<u> </u>
Classroom teachers	<u>11</u>	<u>2</u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>16</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 13:1

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	88%	89%	90%	88%	84%
Daily teacher attendance	96%	93%	95%	97%	92%
Teacher turnover rate	31%	19%	31%	6%	38%
Student dropout rate (middle/high)	5%	10%	14%	31%	38%
Student drop-off rate (high school) *	43%	59%	36%	43%	24%

*Our school is on the block schedule allowing students to get the credits necessary to graduate on time. Also, our students are able to graduate at one of four times during the school year making our drop off rate to cause a dramatic difference between the drop out rate and the drop off rate.

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

Graduating class size	<u>96</u>
Enrolled in a 4-year college or university	<u>9</u> %
Enrolled in a community college	<u>16</u> %
Enrolled in vocational training	<u>8</u> %
Found employment	<u>37</u> %
Military service	<u>8</u> %
Other (travel, staying home, etc.)	<u>4</u> %
Unknown	<u>18</u> %
Total	100 %

PART III – SUMMARY

Holloway High School is a choice 9-12 high school serving primarily academically at-risk students. The school offers fast-track academic opportunities. The typical student has fallen behind in academics and needs to earn credits more quickly in order to graduate on time. Length of enrollment varies greatly for our students. Statistically, 95% of students enrolled are behind in credits; 67% of the students are from single parent homes resulting in limited parental support, student mobility rate is 78% and 101 of the 142 enrolled students are new to Holloway. (Statistics were valid as of August 2005). Currently, approximately 11% of our student body are already parents with minimal family support. Thirty-three percent of our students are reading at or below the thirty-three percentile as measured against National norms. Currently we have two administrators, one guidance counselor, one media specialist, eleven full-time and two part-time faculty. Because of these factors, the faculty and administration have had to incorporate a variety of best practices to succeed in achieving our mission. We are a unique high school in the State of Tennessee. Our students apply for admission to Holloway. The application process begins with an interview with the Principal, Parents/Guardians, and Student.

Mission: The mission of Holloway High School is to “GRADUATE PRODUCTIVE CITIZENS”. Even though the mission statement is short, the path to achievement is a clear and daily challenge for our students and staff. The mission becomes ingrained in the student from the time of the interview. It is used to give purpose and direct all other plans, programs, and strategies. For the Holloway family, the mission identifies and solidifies what we are about. From a past of not achieving to a present of reaching for your dreams, our goal for students is empowering them to graduate and grow as productive citizens. It is a lifetime of growth which finally concludes with “Mission Accomplished”.

Program: Holloway High School follows an educational program designed around the “Continuous Quality Improvement” (CQI) Model. Most students entering Holloway have already been identified as potential candidates for our program. Holloway High School is a school of choice with curriculum presented in a block-schedule setting. We offer small class sizes and accelerated 4x4 block scheduling which enables these students to receive a full credit in one semester and a total of eight credits per year; additionally night classes are offered to enable the student to receive as much as four additional credits

per year. It is possible to receive a total of twelve credits per year at Holloway High School. Holloway offers both a college prep and vocational curriculum. Most students enrolled at Holloway have been labeled “at risk” by the zoned school. They are either behind in credits, and/or are low achievers, and/or have exhibited poor attendance, and are potential dropouts; consequently, the CQI Model that we have adopted assists all students to achieve at Holloway. The CQI Model includes the following major components: (1) Student and Stakeholder Focus; (2) Strategic Planning; (3) Information and Analysis; (4) Faculty and Staff Focus; (5) Leadership and (6) Process Management. The Southern Association of Colleges and Schools has accredited Holloway High School since 1997.

Recent Accomplishments: Since beginning our quality journey in the school year 2000-2001, Holloway has made significant improvements in academic and behavior areas. Academically, before the school year 2000-2001, Holloway was struggling with TCAP and Writing Assessment Scores. Holloway’s 2000 State of Tennessee Report reflected failing scores on both the Math and Language TCAP and a D in Writing Assessment. Since the school year 2000-2001, Holloway has made significant strides in achieving quality academic performance in all subject areas. Tennessee has phased out the TCAP testing and converted to Gateway testing in Algebra I, English II, and Biology and maintained the 11th Grade Writing Assessment. Proficient scores in these tested areas over the last five administrations average as follows: Algebra I 95.06%; Biology 98.94%; English II 99.4%. Proficient scores in the writing assessment have gone from a 15% proficiency rate in 2000-2001 to a three-year average of 91.16%. Behaviorally, our collected data reflects significant improvement since the school year 2000-2001. Holloway High School has been recognized as one of twenty-five National Model Schools nationwide and is participating in a project sponsored by the Council of Chief State School Officers, Washington, D.C., and the International Center’s Successful Practices Network.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Holloway High School is a Tennessee state supported public school and, therefore, must comply with Tennessee secondary TCAP assessment proficiency levels to qualify students for graduation in Tennessee. Students who started high school in 2001-2002 or later must score proficient or above on all three Gateway tests (Algebra I, English II, and Biology) to receive a Tennessee diploma. All three Gateway tests are given twice a year with administrations in December and May (due to block scheduling). For the December 2005 assessment, passing scores in Mathematics were 30 to receive Proficient and 42 Advanced (based on 62 questions), and in English II passing scores were 24 to receive Proficient and 40 Advanced (based on 62 questions). Additionally, End-of-Course Assessments have been gradually incorporated over the past three years in Math Foundations II, English I, U.S. History, and Physical Science. Proficiency on these tests is not currently being used as a requirement of graduation but is used in assessing student achievement. The December 2005 End-of-Course Proficiency level and Advanced level for Math Foundations II was established at 29 and 40, respectively (based on 62 questions), and the English I Proficiency level and Advanced level at 23 and 39, respectively (based on 60 questions). The Tennessee State Writing Assessment is given in February of each year to all Junior English students. The tests are scored on a 1-6 grading scale with 4 being proficient, 5 strong, and 6 outstanding. A score below a 4 is failing. (Please refer to <http://www.tennessee.gov/education> for detailed information.) Because our sub-groups are less than 45 students, no data is reported on subgroups.

Starting with a baseline in school year 2000-2001, the following table reflects Holloway High School’s achievement in English and Math TCAP/Gateway assessments and the Writing assessment:

Holloway				School Year 2002-2003			State		
Gateway	% Below Proficient	% Proficient	% Advanced	% Below Proficient	% Proficient	% Advanced	% Below Proficient	% Proficient	% Advanced
Math (Alg I)	18.0	53.0	29.0	25.0	30.0	45.0			
Eng II	0.0	21.0	79.0	13.0	35.0	52.0			

School Year 2003-2004									
Math (Alg I)	0.0	54.4	45.6	23.7	32.9	43.3			
Eng II	0.0	51.4	48.6	13.1	33.5	53.4			

School Year 2004-2005									
Math (Alg I)	0.0	50.0	50.0	24.1	33.2	42.7			
Eng II	0.0	38.5	61.5	9.7	30.1	60.2			

Writing Assessment (Based on 3-Year Averages)

Writing	2003		2004		2005		State 2005
11 th Grade	4.0	A	4.3	A	4.2	A	4.0

2. Using Assessment Results:

Information and Analysis is an integral part of the Continuous Quality Improvement (CQI) Model that we have implemented. We analyze data daily for student academic and behavioral achievement. Collection and analysis is conducted across-the-board at Holloway High School. Students maintain portfolios where their grades are recorded along with their attendance. Portfolios are a quick and constant reminder to students of their achievement. These portfolios are presented to parents/guardians at student-led conferences that are held four times annually. Teachers analyze data on a daily basis to insure student success. Pretests are administered for all Gateway and End-of-Course subject areas. Assessment results are used by the faculty to frame a plan for change. The faculty collaborates using data as the primary input for judging success. Academic and behavioral issues are addressed during faculty meetings in order to focus on student achievement. Gateway and end-of-course state reported data is analyzed after each test administration. Deficient areas are identified to help teachers focus on areas of curriculum where student success is limited. Additionally, students are tested on the Accelerated Reader STAR Reading Diagnostic Assessment. This assessment establishes reading levels. Faculty members are given a report so that they can identify students who have reading deficiencies in order to appropriately address curriculum presentations and modify assignments. Students are continually updated on their attendance individually and collectively as a student body through individual teacher conferences, student documentation in individual portfolios, and announcements daily from the principal on attendance percentages. Quarter and semester pass/fail grades are analyzed by teachers and distributed for group review and Plan, Do, Study, Act (PDSA) processing. We constantly apply PDSA on academic and behavioral issues to insure student success.

3. Communicating Assessment Results:

Assessment data is communicated to students on a daily basis. They are required to maintain student portfolios in which they keep attendance and grade sheets. Depending on the subject, students update their portfolios on either a daily or weekly basis. This helps students in setting academic goals by monitoring their progress frequently. Parents attend student-led conferences four times annually where students review progress in both academics and behavior. Teachers are available during these conferences to clarify any issues and to set up individual appointments if needed. Teachers and administrators contact parents on a regular basis to discuss academic and behavior issues. These contacts may be in either a telephone conversation or on-site at the school depending upon the circumstances. Quarterly newsletters are also sent out to parents informing them of testing dates and collective assessment results. The community learns of Holloway's successes through our local newspaper that frequently does articles on Holloway's program and achievements. Additionally, our Holloway web site reflects current events to include assessment results. Our administrators and faculty make presentations at community functions and community clubs, on occasion, outlining Holloway's successes to include assessment data. Recently, Holloway High School was recognized by our County Commission for excellence in education and was presented with a certificate and commendation that was televised locally. Administrators and faculty have given in-service presentations to local educators outlining Holloway's program, management techniques, and assessment results. Holloway has hosted local university classes presenting a program that focuses on Holloway's Continuous Quality Improvement (CQI) Model application and the assessment results. Administrators and faculty take every opportunity to herald Holloway's program and accomplishments whether to a large group or to interested individuals.

4. Sharing Success:

The administration and faculty at Holloway High School have had tremendous opportunities to share its successes with other schools. The principal and other members of the Holloway faculty have presented at various functions at the local, state, and national levels. Nationally, a Holloway team, led by the principal, has presented at four conferences: (1) National Quality Conference – October 2004 – “CQI at HHS”; (2) Model Schools Conference – June, 2005 – “HHS Model—What Works”; (3) NASSP Annual Conference – March 2004 – “Give a Little, Get a Lot”; and (4) Quality Conference sponsored by the Leander Independent Schools, Austin, TX – February 2005 – “Changing Through CI”. The HHS Principal also presented at the national NASSP Conference – February 2005 – “School Site Report”. At the state level, the Holloway High School principal has presented to several groups from the Tennessee Education Association (TEA) to the Tennessee School Board Association (TSBA). Additionally, presentations were made to Middle Tennessee State University education graduate classes on “The Holloway Story” in 2003 and 2004 and to the Metro Nashville school district. Holloway has been fortunate to have the news media cover several stories on our school successes. In March 2003, ABC, CBS, NBC, and FOX carried interviews on Holloway High School's successes. Again, in November 2004, the Nashville based Channel 4 conducted interviews concerning Holloway High School's successes with the NCLB criteria. In July 2005, a news release from Rexford, New York, listed Holloway High School as one of 25 National Model Schools. The Holloway principal has published one article in a national publication “Principal Leadership” entitled “Give a Little, Get a Lot,” February 2004. Again in 2003, the principal published an article entitled “Bringing Business to the Classroom” in the “Tennessee Economic Development Guide”. Finally, the Holloway principal has been invited to join the National Advisory Board for the NASSP –Reston, Virginia – November 2005 – “Bulletin Advisory Committee”. Holloway has also hosted school teams from Tennessee and Florida that have toured our campus for the specific purpose of seeing first-hand the techniques used by the Holloway faculty. Holloway administration and faculty will continue to travel to National conferences where Holloway's story will be told. Our faculty teams will continue to present to other school districts in Tennessee and elsewhere when invited. We will continue to share our story with our own district through in-service presentations and

through local media sources. Our school will continue to open its doors for tours from other schools and districts.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Holloway High School continues to meet the Rutherford County School District and Tennessee State academic requirements through the integration of the Continuous Quality Improvement Model, which is based on Baldrige principles and Effective Schools criteria.

Science – It is expected that students will experience the content of biology through an inquiry approach. The Gateway Exam is given in this course, and it is imperative that students know how biology relates to the real world and have an understanding of the basic life processes at the molecular, cellular, systemic, organismal, and ecological levels of organization within the biosphere. Environmental science and physical science are also offered at Holloway where students are engaged in higher order thinking skills and problem solving. Real world applications are stressed in the Science Department at Holloway.

Mathematics – The goal of the mathematics department at Holloway High School is to provide a curriculum that is structured to prepare incoming students to be successful on the Gateway Math Exam, to meet graduation requirements, and to prepare students for postsecondary education. A focus of Holloway High School, across the curriculum, is to meet students where they are academically and give them the help and resources needed to accomplish their goals. Block scheduling allows more time for students to receive more individualized instruction and the flexibility to focus on specific student needs. Ninety-eight percent (98%) of Holloway’s students have passed the Gateway Math Exam since it first became a graduation requirement.

English – The English curriculum at Holloway covers poetry, satire, plays, and short stories, among other genres. English faculty members also focus a great deal on writing to include grammar, mechanics, and usage. Learning focuses around Quadrant D, real-world applications. Literature and writing are integrated throughout the school year.

Social Studies – Presently, our school’s focus is on real world application, quadrant D. This is emphasized in all social studies courses. With preparation for the End-of-Course exam in US History, students integrate skills learned in other courses. Examples of this are as follows: utilizing mathematical graphs in projects and daily assignments and practicing writing skills through report presentations gathered from research assignments. Through cross curriculum teaching and real-world application, all state standards are covered in courses offered through the Social Studies Department.

Career and Technical Education – Career and Technical Education (CTE) prepares students for the increasingly demanding highly skilled workplace. The curriculum is aligned with industry standards, and teachers are required to maintain industry certification. Professional development is also offered for teachers to upgrade their skills. The program combines theory with application to develop technical skills, occupational judgments, and workplace ethics. Our courses are closely aligned with those of postsecondary institutions and, in some cases, offer articulation agreements for students to test out of college classes. Embedded into the CTE curriculum are various clubs and organizations that further build upon and improve the skills necessary to be successful in today’s job market.

Art – The Holloway Art curriculum is currently under construction. Our intent is to achieve confluence with other disciplines and life. The elements and principles of Art are also important in other disciplines such as Math, English, Science, Music, and History as well as in our daily lives. Helping students make these connections insures art will enrich their lives in the years ahead.

Spanish – The Spanish curriculum includes basic conversational skills, basic verb conjugation, studies in cultural diversity, and listening comprehension as related to native Spanish speakers. Real-world application is seen with this language as our society integrates more Spanish speaking persons into the community.

2b. English Curriculum_

Holloway High School's English curriculum focuses on improving students' speaking, reading, listening, and writing skills. This goal is achieved through various methods including project-based learning, Baldrige techniques, and classroom team activities. The English Department integrates literature with writing and grammar exercises; students frequently are assigned group projects in which they are expected to utilize writing, reading, and listening skills formerly discussed in classroom settings.

English classes frequently contain assignments in which students are expected to read aloud, further improving upon their reading and speaking skills. Students who have reading disabilities or other impairments may be excused from such exercises; notes are provided for those students. Students are also encouraged to seek help from teachers outside the classroom.

Holloway facilitates testing strategies in the following ways:

- For Gateway testing, there are numerous practice activities including mini-selection tests, as well as a minimum of three complete practice tests. These tests tell the teacher and the student where they are deficient.
- Reading comprehension is assessed by using the STAR diagnostic test (the accompanying program to the Accelerated Reader which assesses reading levels). It is given to each student in order to determine reading levels. After reading levels are determined, teachers are given that data to use while planning lessons. Some teachers may also require students to take Accelerated Reading Tests.

3. Mathematics –

The Mission of Holloway High School is to “**GRADUATE PRODUCTIVE CITIZENS**”. Though the mission statement is short, the path to academic achievement is an on-going challenge for our students. Holloway's math classes are a key building block in most of our student's daily lives. Algebra I, II, Geometry, and Pre-Algebra help prepare our students for college life if they choose to take that route. It also helps promote a mathematical knowledge base for our more “technical” students. These would be the students who may choose to attend a technical school and/or start a career after graduating high school. Mathematics at Holloway helps building students' self-esteem in performing jobs of all variations. A student might take jobs ranging from a mechanic to an administrative assistant. A mechanic will need to know the various parts of the automobile they would be working on. The parts are numbered on most automobiles which would require mathematical skills. Additionally, students might need to measure oil and/or any other fluids that need to be placed in the engine of the automobile. If the student decided to go the administrative route, they would need math to balance budgets, cost analysis, and/or make change of cash. Our math emphasis is continually increasing which is good for our community as a whole. Holloway has had one of the highest pass rates on the Math Gateway (Tennessee's state mandated test) in the state. If Holloway can continue to graduate productive citizens, then our community will have more dependable employees in the work force and more knowledgeable students attending college.

4. Instructional Methods:

Since starting on the quality journey in the school year 2000-2001, instructional delivery in the Holloway classrooms has changed dramatically. Teachers have progressed from the traditional lecture to a team approach to learning. Teams are established in classrooms where students function using a researched real-world approach to learning. Block scheduling presents a challenge when presenting and processing new information. A twenty-minute time frame is a gauge by which teachers plan for learning, processing, and practicing. Depending on the learning, activities and approaches change every 20 minutes to accommodate student learning. Facilitators have incorporated best practices and many quality tools into the presentations and student problem solving activities. Such tools as the Affinity Diagram, Lotus, Plus Delta, and Consensogram are just four of the many tools that are used in Holloway classrooms to take

students to the next level of learning. This year our goal has been to move curriculum to the Quadrant D realm (real-world unpredictable situations) as defined by the Rigor and Relevance Framework designed by the International Center for Leadership in Education. Teachers at Holloway have been working across the curriculum to design lessons in this quadrant. Computer instruction and practice is also an instructional approach used at Holloway High School. Our district has installed several programs that help teachers assess student levels and then provide student practice in areas such as math, science, English, and Social Studies. Teaching reading in the content areas has been another focus for instruction. Teachers are applying reading skills in the content areas to include previewing vocabulary, using Venn diagrams to break content into likes and differences, and open discussions and readings on assigned text. Our vocational classes incorporate the quality tools into their classes and offer a great learning opportunity for students to have hands-on application. Vocational classes include automotive technology, business and technology, and childcare.

5. Professional Development: Holloway High School administration and faculty have had the unique opportunity over the past four years to receive exceptional professional development. Grant monies have funded numerous professional development activities. Administration and faculty have attended the Annual Effective Schools Conference for the past four years. At least four administration and faculty have attended each year. All senior faculty have attended this conference. Groups attended the National Quality Education Conference in 2003 and 2004. For the past two years, faculty and staff have also attended the Model Schools Conference sponsored by the International Center for Leadership in Education. Presentations at these conferences have given Holloway's personnel immeasurable information about how other schools are achieving using the effective schools criteria. Site visits to the Stephenson High School campus and to the Brazosport ISD, Texas, campus have given our faculty first-hand observations of how classroom instruction is presented in a quality environment. Additionally, over the past four years, on-site training has been conducted by More Effective Schools personnel who focused on curriculum alignment and by independent Baldrige certified trainers. A close rapport has been established with our Baldrige trainers. Some of their focused topics included "Interdisciplinary Projects and Student-Directed Learning", "From Good to Great: Next Steps in Continuous Improvement", "Student-Led Conferencing". To insure continuance of our CQI Model implementation, a session was held entitled, "Train the Trainer". Faculty who attended this session are responsible for training any new faculty. All of our on-site presentations have helped faculty to phase in new quality approaches in their classrooms. Rutherford County School District also requires teachers to attend twelve hours of additional in-service during the school year. Professional Development has impacted student performance behaviorally and across the curriculum. Results for a four-year period (2001-2004) show the following behavioral results: dropout rate decreasing from 20.48% to 5.71%, and suspensions declining from 65 to 9. Academic results have been just as impressive. Gateway scores (the exit test for high school graduates in Tennessee) in Biology have averaged a 99% pass rates; Algebra has improved from 90.32% to 98%; English has maintained a 99% pass rate for the past five years; and Writing Assessment has improved from 48% proficient to above 92% proficient. In five years, ACT scores have improved from 15.4 to 19.1. It is our belief that these results are the outcome of learning and applying the skills and knowledge gained from professional development.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Algebra I Grade 10 Test GATEWAY

Edition/Publication Year: 2002-2005 Publisher: McGraw-Hill

	2004-2005	2003-2004	2002-2003
Testing months (December and May)			
SCHOOL SCORES			
% At or Above Proficient	100	100	82
% Below Proficient	0	0	18
% Proficient	50	54.4	53
% At Advanced	50	45.6	29
Number of students tested	56	57	39
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 (School Generated Data)			
1. Economically Disadvantaged			
% At or Above Proficient		100	
% Below Proficient		0	
% Proficient		75	
% At Advanced		25	
Number of students tested		12	
STATE SCORES			
%Below Proficient	24.1	23.7	25
%Proficient	32.2	32.9	30
%Advanced	42.7	43.3	45

STATE CRITERION-REFERENCED TESTS

Subject English Grade 10 Test GATEWAY

Edition/Publication Year: 2002-2005 Publisher: McGraw-Hill

	2004-2005	2003-2004	2002-2003
Testing months (December and May)			
SCHOOL SCORES			
% At or Above Proficient	100	100	100
% Below Proficient	0	0	0
% Proficient	38.5	51.4	21
% At Advanced	61.5	48.6	79
Number of students tested	65	36	43
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 (School Generated Data)			
1. Economically			
% At or Above Proficient		100	
% Below Proficient		0	
% Proficient		80	
% At Advanced		20	
Number of students tested		10	
STATE SCORES			
%Below Proficient	9.7	13.1	13.0
%Proficient	30.1	33.5	35.0
%Advanced	60.2	53.4	52.0

STATE CRITERION-REFERENCED TESTS

Subject English Grade 11 Test Gateway Writing Assessment

Edition/Publication Year: 2002-2005 Publisher: McGraw-Hill

Writing Assessment (Based on 3-Year Averages)

Writing	2003		2004		2005		State 2005
11 th Grade	4.0	A	4.3	A	4.2	A	4.0

STATE CRITERION-REFERENCED TESTS

Subject Algebra I Grade 10 Test GATEWAY

Edition/Publication Year: 2002-2005 Publisher: McGraw-Hill

Grades 9-12: (Includes First time Test Takers Only)

	2004-2005	2003-2004	2002-2003
Gateway			*
1. Ethnicity			
All Students			
% Below Proficient	<5	3.0	
% Proficient & Advanced		97.0	
% Proficient	50.0		
% Advanced	50.0		
% Proficient & Advanced 2 Yr Avg	99.0	89.0	
% Proficient & Advanced 3 Yr Avg	92.0		
White			
% Below Proficient	<5	4.0	
% Proficient & Advanced		96.0	
% Proficient	48.0		
% Advanced	52.0		
% Proficient & Advanced 2 Yr Avg	98.0	93.0	
% Proficient & Advanced 3 Yr Avg	95.0		
2. Gender			
Female			
% Below Proficient	<5		
% Proficient	62.0		
% Advanced	38.0		
Male			
% Below Proficient	<5		
% Proficient	42.0		
% Advanced	58.0		
3. NonMigrant			
% Below Proficient	<5		
% Proficient	50.0		
% Advanced	50.0		

*No data available for school year 2002-2003.

STATE CRITERION-REFERENCED TESTS

Subject English Grade 10 and 11 Test READING/LANGUAGE PLUS WRITING

Edition/Publication Year: 2002-2005 Publisher: McGraw-Hill

Grades 9-12 (Includes First Time Test Takers Only)

Gateway	2004-2005	2003-2004	2002-2003
1. Economically Disadvantaged			*
%Below Proficient	<5		
% Proficient	57.0		
%Advanced	43.0		
2. Ethnicity			
All Students			
%Below Proficient	<5	<5	
%Proficient & Advanced		>95	
%Proficient	53.0		
%Advanced	47.0		
%Proficient & Advanced 2 Yr Avg	>95	>95	
%Proficient & Advanced 3 Yr Avg	>95		
White			
%Below Proficient	<5	<5	
%Proficient & Advanced		>95	
%Proficient	52.0		
%Advanced	48.0		
%Proficient & Advanced 2 Yr Avg	>95	>95	
%Proficient & Advanced 3 Yr Avg	>95		
3. Gender			
Female			
%Below Proficient	<5		
%Proficient	63.0		
%Advanced	37.0		
Male			
%Below Proficient	<5		
%Proficient	46.0		
%Advanced	54.0		
4. NonMigrant			
%Below Proficient	<5		
%Proficient	53.0		
%Advanced	47.0		

*No data available for school year 2002-2003.

2005 TVAAS School Report for
Holloway High School in Rutherford County
Gateway Algebra I

Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred Score %tile	School Effect	School Effect %tile	School vs State Avg
2003	31	521.4	39	508.4	30	11.5	80	Above
2004	44	531.3	47	516.5	36	13.3	86	Above
2005	48	540.5	55	519.9	37	18.4	91	Above
3-Yr Avg	123	532.4	48	515.8	36	14.4	89	Above

2005 TVAAS School Report for
Holloway High School in Rutherford County
Gateway English II

Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred Score %tile	School Effect	School Effect %tile	School vs State Avg
2003	34	533.0	65	499.7	39	21.1	99	Above
2004	28	503.0	39	500.7	38	1.2	62	NDD
2005	54	515.1	40	513.7	38	1.0	59	NDD
3-Yr Avg	116	517.4	49	506.5	39	7.8	96	Above