

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. David McLain

Official School Name: North Greene High School

School Mailing Address:
4675 Old Baileyton Road
Greeneville, TN 37745-7330

County: Greene State School Code Number*: 0070

Telephone: (423) 234-1752 Fax: (423) 234-3103

Web site/URL: www.greenek12.org/ E-mail: mclaind@greenek12.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Joe Parkins

District Name: Greene County Schools Tel: (423) 639-4194

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Kathy Crawford

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 11 | Elementary schools |
| 2 | Middle schools |
| 0 | Junior high schools |
| 4 | High schools |
| 1 | Other |
| 18 | TOTAL |

2. District Per Pupil Expenditure: 7134

Average State Per Pupil Expenditure: 8345

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

11 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			0	7			0
K			0	8			0
1			0	9	46	55	101
2			0	10	55	54	109
3			0	11	40	56	96
4			0	12	52	35	87
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							393

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

Total number students who qualify: 245

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 free and reduced-price school meals 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: 21 %

Total Number of Students Served: 81

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>4</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>40</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

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>17</u>	<u>2</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>41</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	93%	93%	94%	95%
Daily teacher attendance	95%	95%	93%	95%	96%
Teacher turnover rate	7%	14%	18%	19%	10%
Student dropout rate	12%	11%	13%	16%	16%

Please provide all explanations below.

Student Attendance: Before 2007-08, Greene County School Board Policy #6.200 allowed students to miss 2 days and be excused from the semester exam and to receive a score equal to the average of the three six-week periods. We believe this played a significant role in lowering our attendance rate prior to that time. In 2007-08, this policy was changed to require all students to take a semester exam and the attendance rate increased.

Teacher Attendance: Teacher attendance is based on a number of factors including sickness, professional deveopment, sports, personal leave, bereavement, and legislative/court duty. During 2005-06 we had one teacher out for maternity leave an entire semester which significantly lowered our attendance rate.

Teacher Turnover: During 2003-04 there were 2 teacher out-of-system transfers and 1 in-system transfer. During 2004-05 there were 3 out-of-system transfers and 2 in-system transfers. During 2005-06 there were 4 out-of-system transfers and 1 in-system transfer. During 2006-07 there were 2 retirements, 1 out-of-system transfer and 1 in-system transfer.

Student Dropout Rate: Student drop-out rate has consistently been over 5% due to students being able to drop out of school upon turning 18 years of age in Tennessee.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	84	
Enrolled in a 4-year college or university	13	%
Enrolled in a community college	51	%
Enrolled in vocational training	11	%
Found employment	14	%
Military service	2	%
Other (travel, staying home, etc.)	7	%
Unknown	2	%
Total	100	%

PART III - SUMMARY

North Greene has been accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement and the Commission on International Trans-Regional Accreditation since 1963. The school was reaccredited in 2007. The success we have realized can be attributed to a number of factors including (1) becoming a High School That Works facility and embracing the ten key principles, (2) facility improvements in regards to appearance, safety, and additions, (3) implementing research-based instructional strategies, (4) implementing sustained and research-based professional development, (5) curriculum changes based upon student needs identified through TVAAS, (6) providing students with TVAAS predicted scores and setting high expectations, (7) establishing partnerships with all stakeholders, (8) restructuring the way the school analyzed and utilized data, (9) developing a new paradigm in relation to community perception, (10) developing opportunities for all students to achieve, and (11) visiting top scoring state schools.

The school improvement plan serves our school as a means for using data to prioritize performance targets, to reflect on where we have been, to determine where we are, and to determine what we need to do to accomplish our goals. With the accountability demands of No Child Left Behind (NCLB) and other federal and state mandates, the plan also serves as the accountability document for measuring adequate yearly progress (AYP).

Areas of strengths and needs assist the school in designing strategies to increase student performance for all students. As updated data becomes available and goals are met, the school improvement plan is adjusted accordingly. Greene County is the second largest of Tennessee's 95 counties, covering 624 square miles with a population of 65,945 and is 96% Caucasian. The three largest industries in Greene County are manufacturing, agriculture, and tourism. The average income is \$32,356 with a 14% poverty level.

The mission of North Greene High School (NGHS) is to prepare all students to become productive, tolerant, responsible citizens and life-long learners by (1) providing a caring and safe learning environment, (2) fostering proficiency on State and National Standards, (3) promoting technological literacy, (4) encouraging critical thinking skills and (5) incorporating character education.

NGHS envisions providing a collaborative educational experience where all students recognize that school is a challenge, privilege, right, and an opportunity; where students are empowered to reach their maximum potential to become life-long learners who are productive and contributing citizens in a technologically based global economy.

NGHS is located on 15 acres in the rural northeastern section of Greene County and serves the feeder schools of Baileyton, Ottway, and West Pines Elementary. NGHS is one of four public high schools in Greene County serving grades 9-12. Built in 1962, the original building continues to provide social, athletic and academic opportunities for students and the community. The campus includes 23 classrooms, a media center, two computer labs, vocational agriculture building, a band facility, a greenhouse, a gymnasium, fieldhouse, football, baseball and softball fields and tennis courts. NGHS, "Home of the Huskies", has traditionally achieved success in athletics especially in basketball.

The student body of 393 students is 98% Caucasian and is fairly evenly distributed between freshmen making up 25%, sophomores 28%, juniors 25% and seniors 22%. Males (200) and females (193) are also evenly distributed at 51% and 49% respectively. There are currently 21% or 81 special needs students being served with diverse needs. There are approximately 62% economically disadvantaged students.

Twenty-seven faculty members and ten support staff members currently serve the student body and school community. All NGHS teachers are credentialed in their teaching areas and have met the "highly qualified" criteria as defined by NCLB. Eighty-three percent of the faculty is tenured, and 63% possess advanced graduate degrees. The student/teacher ratio is currently 16:1.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Currently students are required to score proficient or advanced on three state Gateway exams including English II, Algebra I and Biology I in order to earn a regular diploma. In addition, students are required to take End- of-Course exams in English I and U.S. History and the 11th Grade Writing Assessment. The End-of-Course and Gateway tests are administered during the last ten days of each term and count as twenty percent of the student's grade in each of the End of Course/Gateway courses. The Writing Assessment is given in February of each year.

The results of these assessments can be accessed through The Tennessee Department of Education (TDOE) Report Card available at <http://tennessee.gov/education/>. The web site explains the high school testing policy and how the data is evaluated by system and school in the Report Card. The Gateway test results are used to develop the TDOE Report Card and to determine Annual Yearly Progress (AYP) for NCLB. Performance levels for the Gateway Tests are Advanced (above grade level), Proficient (grade level and passing), and Below Proficient (below grade level and not passing). Data included in Part VII reflects the results of the Gateway Language Arts (English II and Writing) and the Gateway Mathematics (Algebra I). North Greene students continue to excel as a whole on the Gateway Tests.

North Greene has met AYP for the past 4 years, after being placed as a target school during the 2003-04 school year due to a low graduation rate of 68.2% compared to the 90% state goal. Eligible subgroups have consistently met federal benchmarks in Math and Reading/Language Arts/Writing.

As noted in Section III, an average of 98.6% of the student body is Caucasian based on the data for the past five years, which is reflective of the community and therefore does not apply. Students identified as economically disadvantaged averaged 61.4% over the past five years. Students with disabilities, which averaged 21% over the past five years and Limited English Proficient have remained under the required 45 and therefore are not considered.

Upon further analysis it can be noted that the percentage of math students scoring proficient plus advanced have continued to increase and that the percentage of total students tested have remained within state guidelines. Disaggregated data which consist of free and reduced lunch socioeconomic/Disadvantaged Students and Students with Disabilities is also reflective of this consistent improvement. Racial/Ethnic Groups and Limited English Proficient do not apply.

Reading/Language plus Writing analysis indicates scores have been irregular during the five year period of 2003-04 and 2007-08. However, a significant increase was realized in 2007-08 which we feel can be attributed to the new High Schools That Work initiatives put into place during that school year. Again, disaggregated data is only reflected in the free and reduced lunch Socio-Economic/Disadvantaged Students and Students with Disabilities subgroups. A steady increase in the number of free and reduced lunch socioeconomic/disadvantaged students over the five year period is indicated in Section VI. Students with Disabilities also indicated a significant increase in percentage of students scoring proficient plus advanced during the 2007-08 school year at 86% compared to 69% during the 2006-07 school year.

2. **Using Assessment Results:**

When test results are received, all data is organized into a format for departmental use. The administration and Gateway coaches, who are regular classroom teachers who work cooperatively with their colleagues and motivate them to work in teams, come to a consensus and teaches at least four Gateway or End of Course classes. These individuals also plan, organize, define tasks and understand how work is done in an

organization. Specifically, they analyze the data, compare it to previous years, look for trends, and plan interventions for target areas. This process was instrumental in creating the Summer Bridge Program for at-risk rising ninth graders, a Summer School Credit Recovery Program, after school tutoring, and a modified freshman transition program based on facilities and staffing. Curriculum changes that have been initiated include the addition of three catch up classes for at risk freshmen, College Prep courses in English, math and science for juniors scoring below 19 on the ACT and ACT Prep for college bound seniors. Analysis of formative and summative assessments are an on-going process.

As recommended by SACS-CASI, the school is restructuring the way the school disaggregates ACT test data with emphasis on TVAAS predictions. As of April 2009, all juniors are required by the state to take the ACT. ACT's College Readiness Benchmark Scores have been established at English 18, Math 22, Reading 21, and Science 24. Beginning the 2009-10 school year, freshmen will be required to meet these benchmarks along with a 3.5 grade point average to receive an Honors Diploma. The ACT High School Profile Report for the graduating class of 2008 indicated that 13% meet all four benchmarks compared to the state at 18%. Specifically 70% met English, 15% met mathematics, 58% met reading and 20% met science. Plans are to use the 9th grade EXPLORE and 10th grade PLAN scores to develop an individual intervention plan and to require students who do not meet the readiness benchmarks to take a course designed to prepare students to meet those standards. The average composite score of North Greene was 20.5 compared to the state at 20.7 and 21.1 nationwide.

3. Communicating Assessment Results:

Beginning with the ninth grade, individual student registration conferences, and thereafter at private yearly conferences, the guidance counselor analyzes and shares student's individual performance data with parents and teachers in order to optimize academic planning.

Throughout the academic year, the school sends interim student progress reports home at four and one-half week intervals. Every nine weeks each student receives a grade/report card. Special needs students receive a progress report on a regular basis. The district schedules parent/teacher conferences after each nine week grading period. Parents may obtain student progress reports more frequently upon request.

Teachers keep a communication log to ensure that parents of at-risk students are being contacted on a regular basis. The school website provides an additional avenue for parents to contact teachers through the district email system as well as to view the school calendar. Another means of sharing information is through the CommunitySafe Communication System. This system allows us to contact every home within a matter of minutes.

NGHS families attend a variety of meetings and events scheduled annually for interpreting testing data and explaining how data can be used to plan effectively for students. At "Eighth Grade Night", families of rising ninth graders learn about the types of individual student information currently available and the subsequent assessments planned during their student's tenure at NGHS. Families are also invited to attend band performances, talent shows, art exhibitions, etc., that highlight our students creativity. Parents are also invited each year to an Awards Night where students are recognized for their academic excellence in the classroom.

K-9 Kapers, the school newspaper, is an invaluable information source for our community stakeholders. Additionally, NGHS publishes noteworthy student achievement milestones in our local newspaper, *The Greeneville Sun*. Parents and community members are also very active on the School Improvement Committees, Advisory Councils, Community Association, and Booster Clubs.

4. **Sharing Success:**

North Greene High School has had the honor and pleasure of sharing our success at local and regional levels. Teachers and the guidance counselor have made several presentations sharing the benefits of working with Southern Regional Education Board's (SREB) High Schools That Work Program and Designing and Implementing a High School Career Guidance Program during county-wide in-service activities and most recently at the School Success 2008 Education Symposium sponsored by the Niswonger Foundation. The event showcases some of the most successful educational accomplishments in East Tennessee. Educators share best practices, learn from each other, and create a network of teachers and administrators with a common vision and a common commitment to excellence.

The Business Technology instructor and TST have presented programs at the annual Technology Day In-Service and Administrative Technology Day. Topics covered have included File Creation and Manipulation; Resources for the English Classroom; Basic Computer Maintenance; Microsoft Outlook for Beginners; Using Gradebook Portal; Using Microsoft Office 2007 Word, Excel, PowerPoint, and Publisher; Using Online Textbooks; Using Moodle; Using United Streaming; Webpage Design, etc.

Teachers share their successes with the community by speaking at organizational meetings such as the North Greene Community Association, North Greene Band Boosters, North Greene Career and Technical Education Advisory Council, Ottway Ruritan, Hardins Chapel Ruritan, Baileyton Ruritan, Wesley's Chapel Grange, Junior Achievement, etc. They have also visited other high schools such as Gatlinburg-Pittman, Greeneville, Brighton, Halls, and Smyrna High Schools to share our successes and learn from them as well.

As noted earlier, North Greene's Stop and Read program was showcased in the Tennessee Press and presented at the annual Greeneville Sun Appreciation Luncheon. The program was most recently presented at a Teacher Workshop sponsored by *The Greeneville Sun* to share creative ways to get students to read newspapers and improve their reading skills.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

NGHS utilizes multiple practices for curriculum analysis. Courses follow the Tennessee curriculum frameworks, standard, performance indicators and benchmarks. Tennessee's Blueprint for Learning guides curriculum planning in Gateway areas and cross-curricular incorporation. ACT standards are integrated across the curriculum. Monthly departmental meetings review the changing needs of the student population. Transition programs have been implemented for eighth grade student entering high school and seniors who will be attending college.

Online courses are currently made available through the e4Tn program which allows students to take courses at the high school. Walters State Community College (WSCC) and the Greeneville/Greene County Center for Technology (CFT) offer dual enrollment classes. Beginning the 2009/10 school year, students will be able to take AP/IB courses via distance learning.

Currently students may choose one of two pathways of study: Technical or University. 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 credits of the same foreign language and one credit of fine arts.

Three math credits and a score of proficient on the Algebra I Gateway is required to receive a regular diploma. Current course offerings are: Tech(nical) Math, Algebra, and Geometry; Algebra I and II; Algebra I and II H(onors), Geometry, Geometry H, Advanced Algebra/ Trigonometry, Special Education (SE)) Math and CP (College Prep) Math. Students have the option to enroll in dual enrollment classes through WSCC or online classes via e4TN which offers Probability and Statistics and Calculus.

Four credits are required for graduation and are taken in sequence. Course offerings include English I/II/III/IV, Honors English I/II/III/IV, and SE English. Dual enrollment credit for English IV is available through WSCC. E4TN also offers English I/II/III/IV.

Three credits of science and a score of proficient on the Biology Gateway is required to receive a regular diploma. Current course offerings are: Physical Science, Environmental Science, Biology, CP Science and Chemistry. WSCC dual enrollment option and e4Tn online offers students the opportunity to enroll in Biology II, Human Anatomy, Physiology, Microbiology, Chemistry II, Physics and Oceanography.

Students are required to complete U.S. History, U.S. Government/Economics and World Geography. Global Studies, World History, and American History are available through WSCC and e4TN.

One credit of fine arts is required for University Path students. Current course offerings are Instrumental Music (Band), General Music, and Visual Art I/II.

Two credits in the same foreign language are required for University Path students. Spanish is the only foreign language offered at NGHS. Additional foreign languages such as French and German may be taken through e4Tn or WSCC respectively.

One credit in Lifetime Wellness is required for graduation. Current course offerings are Physical Education I/II, Wellness, Women's Fitness, Men's Fitness, and Weightlifting,

The special education curriculum offers resource classes in math, science and language arts. The specialized instruction curriculum serves students with certified disabilities in programs such as Least Restrictive

Environment (LRE), resource classes or consultative services. The program provides individualized educational plan (IEP) for each student to maximize training for transition from school to the adult world.

Four credits in a Career Technical Program are required of technical path students. Current course offerings at NGHS are: Agriculture, Business Technology, Family and Consumer Sciences, Marketing and Technology Engineering. Off campus career and technical courses are available in Trade and Industrial Education and Health Sciences at the CFT.

The Air Force Junior Reserve Officer Training Corps (JROTC) course is offered at the Howard McNeese Educational Center. Students participate in experiences to foster attributes of personal integrity, discipline, self-reliance, and patriotism.

2b. (Secondary Schools) English:

The goal of the Language Arts curriculum at NGHS meets the needs of all students whether on a conventional, accelerated or a supported path of learning. Course alignment with national, state and local curriculum standards is a priority.

Incoming freshmen not performing at grade level in basic language arts, math or science skills, are encouraged to participate in the Summer Bridge Program to expedite the transition to high school. Freshmen engage in an in-depth study of grammar, language structure, and selected world literature. Freshmen must participate in the English I “End of Course” exam. For students reading below grade level, a Content Area Reading course has been added. Sophomores concentrate on literacy elements by surveying a variety of authors, appropriately using elements of the writing process, and applying advanced technological skills. 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 as well as ACT standards. Seniors concentrate on British literature and focus on a more structured instruction and application of the writing process.

NGHS offers conventional English I-IV and Honors English I-IV for accelerated learners. A Special Education course is designed to provide specialized instruction and intervention for the special needs learner.

For students reading below grade level, students may use either the Reading Coach and/or RocketReader software programs. As part of the High Schools That Work Initiative, a school-wide Stop and Read Program was implemented in 2007-08. The local newspaper, *The Greeneville Sun*, provides newspapers to the school free of charge for every student; a program recognized by the Tennessee Press. A school-wide Stop and Write Program was implemented in 2007-08. The English department prepares a weekly prompt for students to practice the Six Traits of Writing methodology.

3. Additional Curriculum Area:

As indicated in our school mission statement, we want to prepare all students to become productive, tolerant, responsible citizens, and life-long learners by: providing a caring and safe learning environment, fostering State and National Standard proficiencies, promoting technology literacy, encouraging critical thinking skills and incorporating character education.

A new initiative was implemented during the 2007-08 school year to assist students in preparing for the required ACT exam in 2008-09. An ACT Prep course along with CP English, Math and Science have been added to the curriculum to help students struggling to score a 19 minimum in these areas to prevent them from taking remediation courses at the post-secondary level. Other school-wide ACT initiatives include vocabulary development, bell ringers, integration of ACT standards across the curriculum, and supplemental test preparation material including workbooks and software. Departmental meetings are scheduled monthly

utilizing TCAP, EXPLORE, and PLAN data to recommend appropriate student placement from year to year and modify the curriculum to meet student needs.

In an effort to promote technology literacy, all freshmen are required to take keyboarding. Utilizing the latest in computer technology (hardware and software), the course is designed to improve student use and understanding of the information age technology including internet safety. Students who enroll in Personal Computing have the opportunity to achieve certification status in Microsoft Office programs and IC3.

As a member of the Character Counts (CC) Coalition, NGHS integrates the six pillars of character across the curriculum; trustworthiness, respect, responsibility, fairness, caring, and citizenship. NGHS has a CC Board with two student representatives from each grade level which works with the other three high school boards to develop school-wide activities. CC Coaches are assigned to each high school and receive specialized training in the implementation of the program. In 2004, student representatives presented at the Character Education Symposium.

4. Instructional Methods:

The NGHS faculty and administration recognizes the value of research-based teaching methods. Our professional development enhances teaching skills for the diverse learners represented in our classrooms. NGHS administration consistently supports current best practice training opportunities for our faculty. Teachers utilize trained teaching methodology to maximize student success.

Current instructional methods include Marzano's Nine Instructional Strategies, Brain Gym, Blooms Taxonomy, Bell's 12 Powerful Words, Marcia Tate's Brain-based Activities, Ruby Payne's Learning Structures, and the Six Traits of Writing Model are just a few of the BEST Practices teachers use in their classroom to meet the needs of all students. Teachers utilize their skills in brain-based teaching strategies that include, but are not limited to the following: authentic assessments, content concept, cooperative learning, focus learning, learning partners, lecture, mind mapping, note taking webs, study partners, active learning and visual instructions. Teachers schedule four walkthroughs throughout the school year with their fellow teachers to garner ideas and to improve their own instruction.

Technology further enhances instructional effectiveness and each teacher has a computer. We subscribe to United Streaming that offers a wide variety of lessons. The computers are a proven tool for planning and executing effective teaching methods. A+ software covers multiple subject areas and provides instruction, practice and tests for students at their ability level. A+ affords students the opportunity for credit recovery, Gateway exam preparation and remediation, ACT preparation and enrichment, as well as special education instruction. After-school tutoring is available Monday through Thursday to ensure that students are prepared with the necessary skills to succeed.

The media center has an open scheduling policy which allows teachers to better incorporate research as part of the instructional process. Students are encouraged to visit the media center.

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:

North Greene High School is committed to ongoing, embedded and sustained professional development. Professional development is directly correlated to the school improvement plan and provides support for the faculty, educational programs and student achievement. Programs and activities are directly related to student performance goals focusing on improving achievement from a variety of approaches. We have organized our

schedule to reflect this commitment. Each month teachers meet in departments to discuss issues of curriculum and instruction, student issues and ACT integration. Bi-monthly focus groups meet and discuss research-based strategies and quality instruction. All meeting minutes are on the school network for teacher access. The information gathered from these meetings is then presented to the faculty through an in-house newsletter, "Teacher Talk" and on staff development days.

Since the 2007-08 school year, we have been working with the Southern Regional Education Board (SREB) to examine practices for student success by implementing the High Schools That Work nine key practices. A consultant visited the school and conducted learning sessions regularly. Training topics included the Power of I (grading for success), project-based learning and literacy across the curriculum. HSTW/Gateway Coaches meet monthly to discuss and analyze test data. Three teachers have attended the HSTW Conference held annually.

Other opportunities are provided through district programs, staff development sessions and professional meetings. To satisfy SACS requirements, faculty attend 30 hours of in-service annually. Math, English and science teachers have attended multiple phases of Gateway Institutes. Teachers are active in their professional organizations and attend regional and state annual conferences. In addition, numerous teachers have served on state steering committees for curriculum development. Several teachers have visited model schools to learn new teaching strategies.

In addition to attending numerous professional development activities, our teachers have also led local and district workshops. This past school year, the HSTW/Gateway Coaches presented at the Niswonger Symposium. The school TST and Business Technology instructor provide computer/technology in-service programs annually.

6. School Leadership:

The principal is charged with following Board policies and procedures at the school under the discretion of the Director of Schools and the Greene County Board of Education. The principal's responsibilities include, but are not limited to, ensuring compliance with applicable local, state and federal laws, standards and regulations. This includes maintaining and filing charters, licenses, or permits necessary for legal operation and compliance with all required laws, standards and regulations. In addition to interpreting and enforcing district policies and administrative regulations, the principal's responsibilities are specifically defined in the Greene County Employment Manual with the goal being to use leadership, supervisory, and administrative skills so as to promote the educational development of each student. The assistant principal is responsible for assisting the principal in fulfilling the responsibility of promoting the educational well-being of each student in the school.

The administration is a strong advocate for the school's vision and improvement efforts by providing direction, lending support and systematically allocating resources for systemic and sustainable implement of curricular and co-curricular programs that enable students to achieve expectations for their learning. They actively participate in the school improvement process serving on subcommittees ensuring the school's vision remains at the forefront of all decisions and providing resources such as substitutes, monetary assistance, etc., to accomplish the goals developed. In addition, the leadership ensures collaboration and shared responsibility for school improvement among stakeholders by retaining members of all stakeholder groups who are advocates of the school and by providing clearly defined expectation on the task they are to accomplish.

The school's leadership employs a variety of methods to evaluate school effectiveness and student performance. We believe that performance assessments for students enhance their learning in a manner that prepares them for future application in the job force as well as success in higher education.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: TN Gateway Assessment

Edition/Publication Year: Administration

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Dec	Dec	Dec	Dec	Dec
SCHOOL SCORES					
% Proficient plus % Advanced	96	92	92	94	92
% Advanced	65	55	49	47	0
Number of students tested	101	87	100	91	97
Percent of total students tested	99	99	100	100	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	95	94	90	95	90
% Advanced	65	52	45	52	
Number of students tested	61	40	52	44	51
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	86	69	87	75	68
% Advanced	24	23	20	17	
Number of students tested	22	12	15	12	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

2003-04 data is not available for % advanced or % of total students. A zero was placed where data was not available due to program not allowing me to continue without a numeric value in the cell.

TN Gateway Exams are given twice per year - December and May. In regards to state label data:

No target information is provided for the 2003-04 school year.

For 2004-05, 2005-06, and 2006-07 the target for proficient and advanced was

Math: 75%

Reading/LA: 90%

In 2007-08 these targets changed to:

Math: 83%

Reading/LA: 93%

Subject: Mathematics

Grade: 9 Test: TN Gateway Assessment

Edition/Publication Year: Administration

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Dec	Dec	Dec	Dec	Dec
SCHOOL SCORES					
% Proficient plus % Advanced	99	96	81	88	96
% Advanced	69	37	30	39	0
Number of students tested	106	117	132	89	72
Percent of total students tested	98	99	100	100	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	94	81	83	0
% Advanced	64	37	27	25	0
Number of students tested	54	62	70	36	34
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	2	2	0
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	100	100	83	54	0
% Advanced	55	46	18	7	0
Number of students tested	23	13	17	15	2
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: