

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [X] High [] K-12 []
Charter

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

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

School Mailing Address 170 E. Kingston Springs Road
(If address is P.O. Box, also include street address.)

Kingston Springs, Tennessee 37082
City State Zip Code+4 (9 digits total)

County Cheatham State School Code Number* 110-019

Telephone (615) 952-2811 Fax (615) 952-5013

Web site/URL www.harpethhigh.org E-mail jsimpkins@cheatham.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* Mrs. Lynn Seifert
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cheatham County Tel. (615) 792-5664

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. Susan Greer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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: 6 Elementary schools
 3 Middle schools
 Junior high schools
 4 High schools
 Other
 TOTAL
2. District Per Pupil Expenditure: 6,475.00
 Average State Per Pupil Expenditure: 7,469.00

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. 5 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	78	84	162
2				10	95	91	186
3				11	93	63	156
4				12	61	73	134
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							638

6. Racial/ethnic composition of the school:
- | | |
|-------------|----------------------------------|
| <u>97</u> | % White |
| <u>2</u> | % Black or African American |
| <u>.3</u> | % Hispanic or Latino |
| <u>.5</u> | % Asian/Pacific Islander |
| <u>.2</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 8 %

(1) 13	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	
(2) 36	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	
(3) 49	Total of all transferred students [sum of rows (1) and (2)]	
(4) 638	Total number of students in the school as of October 1	
(5) .08	Total transferred students in row (3) divided by total students in row (4)	
(6) 8%	Amount in row (5) multiplied by 100	

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

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 118

10. Students receiving special education services: 11 %
68 Total Number of Students Served

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	

11.

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>37</u>	_____
Special resource teachers/specialists	_____	<u>4</u>
Paraprofessionals	_____	_____
Support staff	<u>7</u>	<u>2</u>
Total number	<u>45</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

13.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	95 %	95 %	96 %	95 %
Daily teacher attendance	92 %	91 %	94 %	92 %	92 %
Teacher turnover rate	2 %	9 %	4 %	6 %	15 %
Student dropout rate (middle/high)	15 %	10 %	11 %	11 %	11 %
Student drop-off rate (high school)	6 %	7 %	6 %	4 %	4 %

*It should be noted that when the 2006 drop out rate was reported by the state, the administration appealed the reported 15%. The appeal has been submitted and if approved, the drop out rate will be reported at 11.5%. This percentage is consistent with the drop out rate in previous years.

13. Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>114</u>
Enrolled in a 4-year college or university	<u>47</u> %
Enrolled in a community college	<u>21</u> %
Enrolled in vocational training	<u>.03</u> %
Found employment	<u>17</u> %
Military service	<u>.04</u> %
Other (travel, staying home, etc.)	<u>.01</u> %
Unknown	<u>15</u> %
Total	100 %

PART III - SUMMARY

Harpeth High School is a 9-12 facility that serves 638 students. Representatives from all stakeholders agreed that the mission of Harpeth High is to provide a safe learning community which challenges its students academically, artistically, and athletically. Additionally, we strive to empower students to become life-long learners who possess integrity and wisdom.

A climate of high expectations for academic accomplishment and appropriate behavior has been embedded. Perhaps the greatest strength is the extremely capable and committed staff of teachers who establish standards that ensure students are prepared for their post-secondary goals. The philosophy of the faculty is to individualize learning for all students regardless of their ability level. This requires a great deal of collaborative planning and the willingness to be flexible when scheduling classes. The result has been the creation of courses designed for low achieving students and highly motivated students. Students are provided extra learning opportunities through learning labs and tutoring programs.

Harpeth's proximity to the music industry, located in Nashville, Tennessee, has given birth to an extremely viable fine arts program. The band program consistently involves approximately 20% of the student population. Historically, the Band of Blue Program has won multiple awards including the State Championship in 2002 and 2003. Many students continue their love for music in their post-secondary career choosing to further their musical talents or earning degrees in music industry.

The theater department stands on its own. Students consistently and enthusiastically participate in the drama program. Uniquely, Harpeth enjoys a collaborative relationship with the Community Theater Organization and many students take advantage of the opportunity to gain experience through community theatrical projects.

Harpeth, although a small high school, has made an effort to provide stretch learning for students. The 4x4 block schedule is utilized to maximize rigor and relevance, as well as, to provide students with the opportunity to take up to 32 credits with 28 being required for graduation. Both tech and dual credit classes are offered. Three career cluster programs are available on campus and three additional clusters are available off campus. Honors classes provide students with upper level class opportunities and dual-enrollment courses allow students to earn college credit in their junior and senior year of high school.

Our vision for Harpeth High School is for our school to daily endeavor to live out our mission and beliefs. We want to become more academically challenging and more vocationally friendly. Our school motto: Harpeth High School...flowing like a river...Hospitality, Academics, Respect, Peace, Enthusiasm, Talent, Hope.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Tennessee assessment system evaluates the progress of students through mandated barrier tests in English 2, Algebra 1, and Biology 1. Student progress is reported as advanced, proficient, and below proficient. A student score is determined by the projected score based on data collected over the previous testing for each individual student and reported with 5 different quintiles. Quintile 1 represents the lowest achieving score and quintile 5 represents the highest achieving score, with middle scores reported respectively as 2, 3, or 4. The student demographics of Harpeth limit the disaggregated data to the following groups: male, female, special education, economically disadvantaged.

The 2006 Algebra 1 Gateway was significantly above the state average. The 2006 average score for all quintiles more than doubled the average for the previous two years. For the previous two years, all students passed the Algebra 1 Gateway. In 2006, only 4.4% of students scored below proficient.

Males and females scored above the state average. The average scores for 2006 were well above the average score for the previous two years for both male and female. For the middle group of learners over the previous two years, the females have scored slightly higher than the males. In the category of highest learners, the males scored slightly higher.

When the scores were disaggregated for economically disadvantaged students, there were too few students to register a report. The only reported scores for this group are the predicted scores for proficient. It shows that the predicted scores in 2006 are more than 5 times higher than for the previous two years.

When special educational students are disaggregated, only quintile 1 for 2006 has the minimum required students for reporting. There are eleven students reported in quintile 1 and they have an average score of 15 above the state average.

The 2006 English II Gateway was significantly above the state average. Overall, our students achieved a mean score of 545 against a mean predicted score of 532. Our 2006 score exceeded our three year average mean of 538.

Students are predicted to score within five categories characterized by achievement. This provides data to determine if an individual student has progressed or learned based on their previous performance of state tests. Our students all scored above the state mean score and with the exception of subgroup 3 (middle learners) scored above their predicted score.

Males and females scored above the state average with the exception of males in subgroup three. Males showed the greatest gains in the subgroup 5 (highest learners), while females showed a slight decrease compared to the predicted score for the higher learner.

When scores were disaggregated for economically disadvantaged students, the results were remarkably higher in the advanced category as compared to previous years. All economically disadvantaged students rated a proficient or above rating.

Our special education students also exceeded expectations. Of the 17 who took the test, only one rated below proficient while 13 rated proficient and 3 rated advanced.

Overall, only one student in a class of 155 failed to score at least proficient.

Information regarding assessment data can be found at <https://tvaas.sas.com>.

2. Using Assessment Results: Data is utilized to drive learning at Harpeth. Data from the state assessments and barrier tests is analyzed by staff to drive instruction, as well as for curricular decisions.

The administration and guidance use assessment data of in-coming freshmen to determine math placement and to determine students at risk for failing. In addition, students are placed in a mentoring program with the principal.

Data is utilized when determining the sequence of courses offered to better prepare students before taking barrier tests. In addition, the administration utilizes data to determine teaching assignments and courses offered. Courses have been created for the purpose of serving the needs of students. Examples of courses developed based on assessment results include a Freshmen in Transition course to provide in-coming students with the skills needed to be successful in high school and a Reading/Writing course to address the writing skills of sophomores before they take the writing assessment in the junior year.

Harpeth was recognized by the Southern Association of Colleges and Schools for exemplary analysis of data for the purpose of guiding instruction.

3. Communicating Assessment Results: Harpeth utilizes multiple methods for communicating assessment results. Students and parents receive progress reports every 4 ½ weeks and a report card at the end of each semester. Throughout the school year, teachers keep documentation of communications with parents regarding the progress of their students. At the end of the school year, students are recognized through awards programs for their success and achievement.

Students and parents also receive a performance report showing individual results of state assessments when taken throughout the school year. Results of state assessments are published in the school newsletter and made available through the school website. Additionally, students achieving the highest score on barrier tests are recognized during School Board meetings and recognized in the local newspaper.

4. Sharing Success: Harpeth is a small high school with only two other high schools and an adult high school within the same system. Opportunities to share successes with other schools are minimal and are usually part of professional development meetings planned by the principals and secondary supervisors.

Harpeth has been afforded a unique opportunity to share best practices with a number of schools through the Successful Practices Network. Harpeth was selected to participate in the High School Redesign Project, sponsored by the International Center for Leadership in Education. Participation in the project provides an opportunity to be linked to over 600 schools that have a commitment to school improvement. Harpeth teachers can submit and share successful strategies they have used in their classroom, as well as benefit from the successes of other schools within the network. This is the first year for Harpeth to be a part of the program and the faculty and administration are enthusiastic about the possibility of sharing with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Harpeth High is a relatively small school that endeavors to provide students with a rigorous and relevant curriculum. Most recently, Harpeth teachers have participated in professional growth opportunities through the High School Redesign Project funded by the state for the purpose of developing performance tasks that enhance student learning and increase the rigor and relevance of the curriculum offerings.

The foundation for success is largely determined by placement in the correct math course upon entering Harpeth. To that end, the math teachers have collaborated and developed different tracks based on a student's level of ability and desire to progress through our math offerings. Students are required to complete Algebra 1, Geometry, and Algebra 2. However, many students complete the Algebra 1 requirement at the middle school and are challenged to go beyond minimum requirements. Advanced students are offered an Advanced Integrated Math curriculum providing greater depth to the core requirements. Many students continue and take pre-calculus and Advanced Placement Calculus. Last year 12 Harpeth students took the AP calculus exam and all 12 passed with 5 students scoring a perfect 5.

Students are required to take English each year while in high school. The English teachers collaborated and wrote a special course called Reading and Writing Lab in an effort to increase the writing skills of students who will choose to go to college upon completion of high school. In addition to advanced junior and senior English, students are offered dual enrollment in Composition 1 and Composition 2 through the local community college. A faculty member teaches the class providing students with the best of both worlds. They are provided the opportunity to earn college credit with the guidance and continuity of being taught by one of our own.

Students are also required to take two years of a foreign language. Harpeth offers Spanish and French. Students on the college pathway are challenged through these courses. Last year we began offering a third year in Spanish and we plan to add a third year of French in the 2007-08 school year. Students are exposed to the Spanish and French culture through a variety of teaching strategies including field trips and special projects. The level of rigor is substantial and students completing a third year are more than proficient in the language they have studied.

Students are also required to take one credit of the Fine Arts. Harpeth has a very strong music and drama curriculum. In addition, the Art curriculum is all encompassing. Students are challenged in a variety of mediums while learning art history. This year Harpeth added AP Art and six students are attempting to complete this program.

2b. English: We are fortunate to receive students from our middle school who are, in general, well versed in the basics of English grammar and mechanics. During the freshman year, we provide a brief but thorough review of those areas. We also, however, begin the transition from the basics of grammar and composition to a more advanced approach to the various structures and purposes of composition and the beginning of a more profound analysis of literature. While this deeper commitment to composition and literary interpretation continues and becomes more complex with each grade (9-12), WE MAKE WITH OUR Reading/Writing Lab (a required course) a unique and more concentrated effort during the sophomore year to create in each of our students a measurable appreciation for the printed word and the value of competent written expression.

We believe that the key to our success with the improved reading skills of our students are our choices for assigned reading. In the past few years, we have made a special effort to assigning literature that is relevant and universally meaningful to today's student. This does not mean that we avoid the classics or

more complex literary selections. We still read the classics, but we are committed to making the relevance of each selection “priority one”. As a result, even our reluctant and “below grade level” readers are buying into our literary choices and discovering the power of literary expression. The ultimate key to our success, however, is that our students read and write on a daily basis and, as a result, become better communicators and more profound thinkers.

3. Additional Curriculum Area: To support and fulfill our mission statement, Harpeth offers three Career and Technical Education learning opportunities to our students. These include Business Technology Education, Family and Consumer Sciences, and Technology Engineering Education. These three program areas both compliment and co-relate to our core essential skills and knowledge offered through HHS Language Arts, Mathematics, Science and Social Studies.

For example, in Business Education Keyboarding, Computer Application and Administrative Management classes, students are preparing documents and data, coordinating core Language Arts and Mathematics skills through using modern computer application software technology. In our Family and Consumer Science Child Development, Clothing and Textiles and Interior Design classes, students are integrating Social Studies trends and Science, Math and Technology Application skills with guided projects. In our Technology Engineering program, students link Mathematics, Science and technical writing with emerging trends in Science and Technology. The very nature of this program is to support students pursuing advanced mathematics and science post-secondary opportunities.

Thus, the additional C.T.E. programs at Harpeth augment and support our school curriculum mission. Such programs expose students to existing and emerging real-world careers, helping them to link traditional academics with specific career education, and, finally, to secure gainful employment in satisfying and productive careers.

4. Instructional Methods: Harpeth High School teachers use a variety of instructional methods to appeal to the variety of intelligences that our students possess. Our students are instructed traditionally by solving problems in math and science and by reading and interpreting various types of literature and textbooks; but they also learn by performing dramas and by presenting projects to their classmates.

Our teachers have our students do research projects on various topics in their various courses. We have them create visuals and produce soundtracks and/or music to implement their learning. Interpersonally and intrapersonally, our students are challenged to discuss and seminar with their classmates and to journal on their personal reflections.

As teachers we often instruct by use of lecturing, implemented by overhead or PowerPoint visuals or graphic organizers. We also lead our classes in discussions, and we facilitate seminars. Whether in math, English, science, or history, we sometimes group our students in partners, triads, or larger grouping to allow them to benefit from peer tutoring, interaction, or cooperative learning.

We are encouraged as teachers to use at least three different activities or instructional methods in one of our 90-minute blocks. Most teachers have their favorite instructional methods, but at Harpeth a variety of methods is encouraged. Thus, we plan ahead so that the instructional method used fits the content taught.

5. Professional Development: Coordinated and frequent opportunities for professional development are an essential component to the success of Harpeth High School. Teachers are provided five days of in-service training and two staff development days built in to the school calendar. The focus for professional development is linked to the action plan developed by the school’s stakeholders and included in the School Improvement Plan submitted to the Tennessee Department of Education.

Professional development opportunities are planned to provide teacher with a variety of settings to collaborate with one another. These settings include departmental meetings and professional study groups. Topics of focus have included Marzano's Classroom Instruction That Works, state content standards and assessments, and enhancing vocabulary across the curriculum. English teachers work in partnership to develop lesson plans to prepare students for the state writing assessment and the creation of Advanced Composition course to challenge students with exceptional writing skills.

Most teachers exceed the required professional development and seek other opportunities for growth by attending workshops specific to their discipline.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Math Grade 9-10 Test End-of-Course – Algebra 1

Edition/Publication Year ** Publisher Pearson Educational Measurement

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May		
SCHOOL SCORES*					
% proficient plus advanced	97	99	95		
% advanced	79	72	61		
Number of students tested	145	121	129		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. <u>Economically disadvantaged</u> (specify subgroup)					
% proficient plus advanced	93	100	94		
% advanced	64	57	*		
Number of students tested	14	*	*		
2. <u>Students with disabilities</u> (specify subgroup)					
% proficient plus advanced	71	*	*		
% advanced	<5	*	*		
Number of students tested	12	*	*		

* Data not reported on School Report Card

** Customized tests

***Results are provided from end of course tests that are administered following the completion of the course. In addition, they are designated as a barrier test and passage is a graduation requirement.

Data is collected from each year a student is tested throughout their school career and a predicted score is determined. This predicted score, when compared to the actual score, indicates whether a student has gained knowledge or a value-added score.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject English Grade 10 Test End-of-Course – English 2

Edition/Publication Year ** Publisher Pearson Educational Measurement

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May		
SCHOOL SCORES*					
% proficient plus advanced	98	97	97		
% advanced	58	63	71		
Number of students tested	156	163	146		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. <u>Economically disadvantaged</u> (specify subgroup)					
% proficient plus advanced	86	95	*		
% advanced	37	54	*		
Number of students tested	19	N/A	*		
2. <u>Students with disabilities</u> (specify subgroup)					
% proficient plus advanced	75	73	*		
% advanced	32	5	*		
Number of students tested					

* Data not reported on School Report Card

** Customized tests

*** Results are provided from end of course tests that are administered following the completion of the course. In addition, they are designated as a barrier test and passage is a graduation requirement.

Data is collected from each year a student is tested throughout their school career and a predicted score is determined. This predicted score, when compared to the actual score, indicates whether a student has gained knowledge or a value-added score.