

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

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

Name of Principal Mr. Jerry Dean Ayers

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

Official School Name Greeneville High School

(As it should appear in the official records)

School Mailing Address 210 Tusculum Boulevard

(If address is P.O. Box, also include street address.)

Greeneville

Tennessee

37745-3924

City

State

Zip Code+4(9 digits total)

County Greene

State School Code Number\* 020

Telephone (423) 787-8030

Fax (423) 787-8028

Web site/URL www.gcschools.net/ghs

E-mail ayersj@gcschools.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Lyle C. Ailshie Ed.D.

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

District Name Greeneville City Schools

Tel. (423) 787-8000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Jerry L. Anderson

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 4 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 0 Other  
 \_\_\_\_\_ 6 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 9267  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 7794

### 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 are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 8 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 0 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
Pre K	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	132	114	246
2	0	0	0	10	121	114	235
3	0	0	0	11	99	88	187
4	0	0	0	12	98	99	197
5	0	0	0	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>865</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 1  | % Asian or Pacific Islander        |
| 9  | % Black or African American        |
| 2  | % Hispanic or Latino               |
| 87 | % White                            |

**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 26 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	87
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	135
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	222
<b>( 4 )</b>	Total number of students in the school as of October 1	865
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.26
<b>( 6 )</b>	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 1 %
- |   |   |
|---|---|
| 7 | Total Number Limited English Proficient |
|---|---|
- Number of languages represented 2
- Specify languages: Spanish  
Gujarat

9. Students eligible for free/reduced-priced meals 27 %
- Total number students who qualify: 234

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.

N/A

10. Students receiving special education services: 15 %  
132 Total Number of Students Serve

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>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>10</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>68</u>	Specific Learning Disabilit
<u>13</u>	Emotional Disturbanc	<u>20</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>17</u>	Mental Retardation	<u>3</u>	Visual Impairment Including Blindness
<u>0</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>3</u>	<u>0</u>
Classroom teachers	<u>56</u>	<u>0</u>
Special resource teachers/specialist	<u>5</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>3</u>
Support Staff	<u>28</u>	<u>3</u>
Total number	<u>98</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of 19 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	96 %	96 %	96 %
Daily teacher attendance	96 %	96 %	95 %	95 %	96 %
Teacher turnover rate	9 %	5 %	11 %	5 %	4 %
Student drop out rate (middle/hig	6 %	7 %	16 %	27 %	12 %
Student drop-off rate (high school	2 %	3 %	4 %	6 %	3 %

Please provide all explanations below

Teacher turnover rate is typically four to five percent. Recent retirements spiked rates in 2004 and 2006. In the past seven years, half the faculty has retired after 25-30 years of service.

NCLB formulas dramatically changed the dropout rate in 2004. 'High School by Design' initiatives recovered 20% of the dropout rate through innovative programming. Please note that data is rounded as instructed and will not exactly coincide with the state report card.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	209	
Enrolled in a 4-year college or university	63	%
Enrolled in a community college	16	%
Enrolled in vocational training	4	%
Found employment	9	%
Military service	5	%
Other (travel, staying home, etc.)	1	%
Unknown	2	%
<b>Total</b>	100	%

## PART III - SUMMARY

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Located approximately fifteen miles from the Appalachian Trail, Greeneville is often called the Jewel City of the Mountains. The staff at Greeneville High School (GHS) identifies with this moniker more so than many in our community. We are charged with the responsibility of shaping nearly 900 multi-faceted gems, every day encouraging these gems to shine in their own way. We interpret No Child Left Behind as a way to connect a recognizable face with each student's name. Students know that they have a place at GHS, and the more we recognize them, the more they become a viable part of the entire school community.

Our mission is to encourage our students to ACHIEVE: Acquire knowledge; Challenge yourself; Hold yourself accountable; Inspire others; Envision your future; Vocalize your beliefs; and Expect success. In addition, our vision is to establish an educational community that will ensure learning for each child, provide the safest learning environment possible, encourage a respect for individualism and diversity, and produce well-rounded citizens who are productive, successful, and respectful.

GHS became the only public high school in Greeneville more than 120 years ago. It has stood in its present location in downtown Greeneville for the past fifty-eight years. After six years of renovation and reconstruction, we settled into our new state-of-the-art facility at the beginning of the twenty-first century. We chose to remain in the center of our historical downtown district, allowing every future and current student, every graduate, and every citizen to understand and appreciate the beauty of our new building and the importance we, as a learning community, place on the education of our future leaders. As a faculty, our desire is to learn from our past experiences, understand and address major issues, and anticipate the challenges and expectations that we will confront in the future.

Each day, our staff works toward preserving tradition in our school activities, increasing rigor in our subject matter, and rewarding student and teacher achievement in a variety of ways. We accomplish this by using a comprehensive program we call 'High School by Design: a Blueprint for Improving Student Performance.' A key component of the design is an established organizational structure. This begins with a planned Administrative Team meeting each week. This group, in turn, meets once a week with our Leadership Team, the academic team leaders. In addition, these leaders share a collaboration time every Thursday with the teachers in their academic areas. Students also have opportunities to add to our organizational ladder through an elected Student Council and a randomly selected Student Congress.

In the following pages, readers will find evidence of excellence in academic achievement and current initiatives in progress. We designed our blueprint for improving student performance around a 'Compass of Student Support.' The four main components of our compass are Credit Recovery (CR), Power of I, Graduation Access Program (GAP), and the Greeneville High Success Academy (GHSA), designed specifically to enable freshman to achieve success in their transition from middle school to high school.

In addition, GHS is on the cutting edge of technology in the classroom by providing each teacher with a personal laptop computer, incorporating LCD projectors for instruction, and offering student access to technology with computer labs, mobile laptop carts, and interactive teacher websites. CR, Power of I, and GAP allow students to recover credits and complete graduation requirements through NovaNet and other specialized academic software. These programs are available both during the school day and after school.

We also offer dual enrollment with the Greeneville Walters State Community College (WSCC) campus, which enables students to receive both high school and college credits by enrolling in classes at the WSCC campus conveniently located across the street from GHS. Some students graduate from GHS and are able to enroll in a university as a beginning sophomore. The pride and integrity of GHS is obvious to everyone who is involved in the success of our educational community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

In 1998, Tennessee designated ten courses for end of course (EOC) examination development. Students entering 9th grade in August, 2002, and later, are required to pass three of these exams- Language Arts (English II), Mathematics (Algebra I) and Science (Biology I), called Gateway Tests- in order to earn a regular diploma. The Gateway Tests are administered during the last ten days of each term. The score counts as fifteen percent of the student's grade in each of the EOC courses. The Tennessee Department of Education (TDOE) Report Card is 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 Tests 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 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) end of course tests. GHS students perform exceptionally well as a whole on the Gateway Tests. GHS's 'High School by Design' goals designate that least 90% of students score advanced or proficient. The standard is met in Language Arts and Mathematics as a school, but not for each subgroup. In Language Arts, the economically disadvantaged and students with disabilities groups are deficient. Again, Gateway Mathematics scores exceed the 90% goal as a school; however the African Americans, economically disadvantaged, and the students with disabilities subgroups are below the 90% goal.

The economically disadvantaged subgroup has grown ten percent in the past five years. Commensurately, assessment scores have been a challenge during the last five years. Many members of subgroups overlap and are economically disadvantaged as well. Forty-seven percent of the students with disabilities are included in both groups.

### 2. Using Assessment Results:

As test results arrive in the fall, all data is organized into a format for use at staff development Data Day. The administration, leadership teams and the teaching staff 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 freshman academy, before and after school tutoring, brain based teaching strategies (TOOLS), development of curriculum maps, Gateway prep classes, special education curriculum alignment with Tennessee curriculum standards, literacy training for sophomore students with disabilities and a joint SREB (Southeastern Regional Educational Board) initiative with Greeneville Middle School. The curriculum maps are aligned to the College Readiness standards published by ACT, ACT prep classes are offered, common assessments have some 'ACT- like' questions embedded.

GHS's Leadership Team structure incorporates collaboration time for leaders to stay abreast of the national, regional, and state changes in educational policy. The use of the ACT data is an illustration of that practice. Since 89% of our students plan on attending post secondary institutions, the Leadership Team utilizes ACT data to drive many curriculum changes. ACT assessment data is not included because it will not be required by Tennessee until we report for the graduating class of 2009; however, we have used the ACT data for many years to plan intervention strategies in order to meet GHS goals for student achievement. GHS's 'High School by Design' goal is an average ACT composite score of 24. For the class of 2003, the ACT composite average was 21.6; by 2007, it was 22.7.

Although a consultant from ACT's regional office voiced doubt as to our ability to achieve the 24, GHS is still chipping away! ACT's College Readiness Benchmark Scores are English 18, Math 22, Reading 21, and Science 24. GHS scores met the benchmark scores in 3 of the 4 areas, our Science average being 22. The percentage of students that meet all four of the benchmark scores is 31% compared to Tennessee at 18% and National at 23%. The High School by Design goal is for 95% of university path students to meet all four ACT benchmark scores. Plans are to use the 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.

### 3. Communicating Assessment Results:

An integral component of our responsibilities to all educational stakeholders is communication. Beginning with the ninth grade individual student registration conference, and thereafter at a private yearly conference, counselors analyze and share student's individual performance data from state testing programs in addition to EXPLORE, PLAN, ACT test data, and ASVAB and PSAT results in order to optimize academic planning.

As the academic year progresses, the registrar's office sends student progress grade reports home at four and one-half week intervals. Parents may request student performance more frequently via email progress reports managed by Integrate software. Parents may also monitor their student's daily grades from the teacher's grade book records via the Internet with ParentConnect software. Parents and students communicate with teachers via the Internet through teacher website email linked through the GHS website. This site publishes school-wide information of interest as well.

GHS 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 GHS. The Guidance Department schedules 'Brown Bag Lunches' during First Term for freshman, sophomore, junior and senior parents, respectively, to provide grade-specific information. The administration conducts Parents in the Know (PIK) quarterly meetings to share timely topics with the community including State Report Card and testing data interpretation.

The Greene and White, our award-winning school newspaper, is an invaluable information source for our community stakeholders. The Greene and White is mailed to all student homes, school board members, the Greeneville- Greene County Partnership, local businesses and industries, local government offices, local libraries and community leaders. Additionally, GHS publishes noteworthy student achievement milestones in our local newspaper, The Greeneville Sun.

#### **4. Sharing Success:**

Greeneville High School has had the honor and pleasure of sharing our success at local, regional, state, and national levels. Teachers, administrators, and staff have made several presentations regarding our comprehensive 'High School by Design' concept. We have presented at the Tennessee School Board Association regional meeting, Northeast Tennessee Principals' Association regional meetings, and the Eastern States Benchmarking Consortium, a group organized and facilitated by the American Association of School Administrators (AASA) and comprised of superintendents who have earned 'Superintendent of the Year' in their respective states.

We have shared with high schools from eleven school systems in Tennessee, Petal School District in Mississippi, and Salem City School District in Virginia within the last year. We specifically shared programs included in our Compass of Student Support design concept: the Credit Recovery Program, Greeneville High School Success Academy (freshmen academy), the Graduation Access Program (GAP), and the Power of I. Each of the visiting schools was interested in a specific component, however we emphasized the importance of a comprehensive approach to student academic support to increase graduation rate. Our plans are to continue working with schools regionally and nationally by presenting at the 2008 Southern Regional Education Board conference.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Greeneville High has a curriculum that adheres to tradition, strength, rigor, and diversity. Our curriculum serves a population that expects to exceed the minimum requirements mandated from the state standards. From the least restrictive environment classes to the advanced placement courses, our curriculum serves a spectrum of students. Curriculum mapping is an invaluable tool used by our staff to ensure teachers meet content standards in an efficient, cohesive, and timely manner.

The core subjects of our curriculum are as follows:

English course offerings provide students with the skills to practice and apply reading, researching, and writing to succeed in college or the work place. Term Paper Terminal is in place to help students who struggle with research and writing.

Mathematics course offerings are sequential and provide students with an opportunity to establish a solid math foundation. After-school tutoring occurs every day to ensure that students are prepared with the necessary skills to succeed in college or career.

Science classes give students an opportunity to explore careers in health, medicine, and related fields. Labs and hands-on activities allow students to demonstrate and apply understanding of principles and theory.

The social studies curriculum acquaints students with their past, present, and future while endeavoring to develop good citizenship and awareness of the world around them.

Foreign language courses offer a choice of French, Latin, or Spanish instruction to provide students an opportunity to increase speaking, listening, reading, and writing the language of choice.

The specialized instruction curriculum serves students with certified disabilities as determined by federal and state guidelines in programs such as Least Restrictive Environment (LRE), resource classes, or consultative services. The program provides individualized educational plans for each student to maximize training for transition from school to the adult world.

Physical education curriculum develops skills and attitudes necessary to achieve and maintain lifelong health and fitness.

Art courses provide every interested student with an educational opportunity to enhance skills, creativity, and art appreciation.

The department of music curriculum offers both band and vocal music. Both groups of students are involved in numerous competitions and performances to enhance their abilities to master music fundamentals at any level.

Greeneville High's elective courses are as follows:

The applied science and technology curriculum exposes students to project-based learning activities that require technical research, design, and planning.

The business education courses allow students to develop competency in business occupations and to become well-informed consumers and members of the economic community.

Family and consumer science education courses assist students in developing the core knowledge and skills needed to manage their lives at home and in the work place.

The Air Force Junior Reserve Officer Training Corps (JROTC) course develops informed citizens for the Aerospace Age. Students participate in experiences to foster attributes of personal integrity, discipline, self-reliance, and patriotism.

### 2a. (Elementary Schools) Reading:

## **2b. (Secondary Schools) English:**

Our goal is that the English language curriculum at Greeneville High School (GHS) meets the needs of all students whether on a conventional, accelerated, or a supported path of learning. An essential focus of the English curriculum at GHS encompasses a supported learning environment in which all students can be successful. Course alignment with national, state, and local curriculum standards is a priority. In addition to conventional English I-IV, GHS offers Honors English I, II, III and IV and AP English Literature & Composition to meet the needs of accelerated learners. We offer Gateway English, a course designed to provide specialized instruction and intervention for the at risk learner.

The English curriculum reading component requires study of a minimum of three novels per course. Additional studies include various dramatic selections, short stories, poetry samples and non-fiction works which strengthen reading ability and encourage a love of literature. Students read the equivalent of eight novels in each course.

Vocabulary development is also essential. Teachers use adapted readers, newspapers, and creative opportunities for students to interact with the written word. The goal is to foster a personal ownership of the student's vocabulary and increase retention of words, their meanings, and usage.

In addition, our expectation is that students utilize available technology and demonstrate written, presentation, and oral communication skills. The development of the student writer is a critical curriculum component focus. Write for the Future, a mapping program that increases student understanding of the writing process, is the teaching strategy of choice. Students visualize their papers with a series of Thinking Maps and transform those ideas into well-developed essays. Teachers are especially cognizant of modeling support and elaboration strategies that 'demystify' the writing process for all students. To address learner writing challenges, Term Paper Terminal, an after school writing tutorial option, is available for students who need extra assistance with composition development.

## **3. Additional Curriculum Area:**

One of our greatest strengths in the curriculum area is the arts program, which includes instrumental music, vocal music, and visual arts. In 2006-2007, sixty- one percent of the enrollment of GHS participated in one of these courses, a number that far exceeds that of most high schools. The traditional success of this program consistently attracts a large number of participants. These students expect to be challenged and experience the opportunity to inspire others with performances and exhibits.

The instrumental music program, which includes marching, jazz, and concert bands, served 185 students in 2006-2007. The highlight of their 2006-2007 year was a trip to Hawaii to participate in the Sixty-fifth Anniversary Pearl Harbor celebrations and Waikiki Holiday Parade. The bands have consistently earned superior ratings in regional and state clinics and have performed for various community celebrations annually.

The vocal music program, which includes Vocal Music I & II, advanced chorus, and AP Music Theory, enrolled 177 students in 2006-2007. The choral group has earned superior ratings in regional, state, and national festivals and clinics. In 2006, sixteen students qualified for the All State Choral Festival. This group has performed for numerous community groups and conventions that are held in the Greeneville area.

The visual arts program, which includes Art I, ceramics, drawing, painting, photography, and advanced art, served 192 students in 2006-2007. This curriculum assists students in developing visual artistic skills using a wide variety of medium. Many advanced students prepare work that is portfolio-ready for college admission. Instructors advise Art IV students in developing and preparing their portfolio for the National Portfolio Day, as well as individual college portfolio days.

Many graduates from these programs have continued to manifest their passion for the arts by pursuing professional arts careers as band directors, symphony orchestra performers, and art teachers. The arts program encourages students to set goals and envision the arts as an important part of their future.

## **4. Instructional Methods:**

The GHS faculty and administration recognizes the value of research-based teaching methods. Our professional development training enhances teaching skills for the diverse learning styles represented in

our classrooms. Greenville City School administration consistently supports current best practice training opportunities for our faculty. Teachers utilize trained teaching methodology to maximize student success.

Current best practices include Thinking Maps, curriculum mapping, common assessments, and a summer reading program. Teachers utilize their skills in brain-based teaching strategies that include, but are not limited to, the following: authentic assessments, affirmations, content concept, cooperative learning, focused learning, information processing models, interactive note taking, learning partners, lecture, mind mapping, Cornell note taking, smart charts, notes associations, note taking webs, study partners, active learning and visual instructions.

Technological tools further enhance instructional effectiveness. The media center checks out class sets of laptop computers for use in classrooms. We subscribe to an online, live streaming video service (United Streaming) that offers a multitude of lessons to enhance concepts taught in all academic disciplines. Every teacher received a laptop computer in December of 2006. The computers are a proven tool for planning and executing effective teaching methods.

## **5. Professional Development:**

Greenville High School is committed to professional development that is ongoing, imbedded, and sustained. We have organized our schedule to reflect this commitment. Every Thursday the school day begins thirty minutes later, and teachers meet in teams to discuss issues of curriculum and instruction. The focus over the last five years has been on quality instruction. During the 2005-2006 school year, Carol Scarce, a well-known and highly respected professional developer, worked with a cadre of teachers to develop Teaching Opportunities on Learning Strategies (TOOLS). These teachers gathered information concerning the instructional strategies as well as presentation skills. They then presented the material to the faculty during a full-day retreat prior to the start of the 2006-07 school year. Teams committed to using the strategies and collaborated on their effectiveness during team meeting time on Thursdays.

A new writing initiative began during the summer of 2007 with three days of intense training. Teachers have had several days of follow-up training during the school year, and this will continue next year. We have not had a state writing assessment since starting the program, however teachers report improvement in student essays thus far.

In addition we are working with the Southern Regional Education Board (SREB) to examine practices for student success. A consultant visits the school and conducts learning sessions regularly. Training topics for this year include the Power of I (grading for success), project-based learning, and literacy across the curriculum. Currently, teams of teachers are working on the following SREB topics: the Power of I, career clusters and pathways, project-based learning, and homework policy. This work will be ongoing over the next two or three years.

Finally, we have made a commitment to improving Advanced Placement (AP) scores. Teachers have received summer training over the past several years. We have seen improvements in these scores; of seven AP courses, five have shown marked improvement, meeting or exceeding national levels.

Overall, we believe our professional development is making a difference in the classroom. We have seen a general upward trend in ACT scores over the past five years. Our composite three-year average is 22.6, and 75-80% of our students take this exam. Our graduation rate has improved from 73.3% in 2004 to 93.7% in 2007. Although many factors impact these results, we know that professional development is a key element of our success.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 11 Test \_\_\_\_\_  
 Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Dec/May	Dec/May	Dec/May	Dec/May	Dec/May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	100	91	85	93	87
% "Exceeding" State Standards					
Advanced	86	60	60	67	63
Number of students tested	229	265	247	204	213
Percent of total students tested	100	99	99	98	99
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	78	89	77	74
% "Exceeding" State Standards					
Advanced	71	39	24	14	30
Number of students tested	21	24	19	22	23
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	100	0	50	33
% "Exceeding" State Standards					
Advanced	90	33	0	50	17
Number of students tested	10	6	0	4	6
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	84	87	78	67
% "Exceeding" State Standards					
Advanced	74	53	35	30	33
Number of students tested	58	73	45	40	39
4. Students w/ Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	81	77	78	65
% "Exceeding" State Standards					
Advanced	50	43	32	19	24
Number of students tested	34	39	43	48	37

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Dec/May	Dec/May	Dec/May	Dec/May	Dec/May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	96	90	91	86	88
% "Exceeding" State Standards					
Advanced	71	66	69	72	67
Number of students tested	261	319	318	232	124
Percent of total students tested	100	99	99	98	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. African Americans					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	87	89	83	65	61
% "Exceeding" State Standards					
Advanced	31	56	12	35	28
Number of students tested	23	18	41	20	18
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	100	75	50	67
% "Exceeding" State Standards					
Advanced	55	0	50	25	0
Number of students tested	11	3	4	4	3
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	56	82	81	58	74
% "Exceeding" State Standards					
Advanced	37	39	42	29	54
Number of students tested	67	88	55	31	35
4. Students w/ Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	83	60	68	47	53
% "Exceeding" State Standards					
Advanced	30	19	23	24	47
Number of students tested	68	42	52	38	19