

PART I - ELIGIBILITY CERTIFICATION

11TN6

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11TN6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 74 Elementary schools
 (per district designation) 35 Middle/Junior high schools
18 High schools
0 K-12 schools
127 Total schools in district
2. District per-pupil expenditure: 10686

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	85	150	235
3	0	0	0		10	115	121	236
4	0	0	0		11	98	128	226
5	0	0	0		12	97	119	216
Total in Applying School:								913

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
22 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
65 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2009	899
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%
Total number of limited English proficient students in the school: 0
Number of languages represented, not including English: 27
Specify languages:

1) Amharic 2) Arabic 3) Armenian 4) Bengali 5) Bosnian 6) Bulgarian 7) Chinese 8) Fijian 9) German 10) Hindi 11) Igbo 12) Indonesian 13) Japanese 14) Kannada 15) Korean 16) Lao 17) Malay 18) Mandarin 19) Philippine 20) Portuguese 21) Russian 22) Spanish/Castilian 23) Tagalog 24) Tamil 25) Urdu 26) Vietnamese 27) Yoruba

9. Percent of students eligible for free/reduced-priced meals: 19%
 Total number of students who qualify: 168

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%
 Total number of students served: 8

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>42</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>54</u>	<u>1</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: 22:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	98%	97%	98%	98%	97%
Teacher turnover rate	2%	7%	11%	7%	7%
High school graduation rate	100%	100%	99%	100%	99%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>191</u>
Enrolled in a 4-year college or university	<u>99%</u>
Enrolled in a community college	<u> %</u>
Enrolled in vocational training	<u> %</u>
Found employment	<u> %</u>
Military service	<u> %</u>
Other	<u>1%</u>
Total	<u>100%</u>

Hume-Fogg High School, Nashville's first public school, was founded in 1912. In 1983, it became Hume-Fogg Academic High School, the first secondary magnet school to serve Nashville's academically talented students. The rigorous program offers challenging honors-level and Advanced Placement coursework, based on the assumption that graduates will pursue post-secondary education. Hume-Fogg was the first public school in the state of Tennessee to be accredited by the Southern Association of Colleges and Schools and is a member of the College Board and the National Association of College Admissions Counseling.

The 920 students attending Hume-Fogg were selected county-wide from students who scored advanced in both math and reading achievement test, and have an academic grade point average of at least 85 (B) with no failing grades. Hume-Fogg students come from diverse cultural, economic, and ethnic backgrounds and represent 33 of 45 zip code areas in the metropolitan area. Hume-Fogg has 51 faculty members; 80% hold at least one advanced degree. 34% of Hume-Fogg students are minority, and 19% qualify for the Free/Reduced Lunch (FARL) Program. The % of FARL students has more than doubled since 2005 (8%).

Hume-Fogg has been recognized by both Newsweek and US News and World Report for excellence in our AP program. In the past four years, we have been recognized in the top 30 public high schools in the nation. In 2009, Newsweek ranked us 28th and US News and World Report 26th in the nation. Newsweek uses two indicators (number of seniors graduating/ number of AP tests given the preceding school year) for their rankings. Hume-Fogg has increased the number of AP tests given in the past four years by more than two hundred.

We believe that the larger academic community (including students, teachers, administration, parents, and the wider civic sphere) should:

1. Provide direction and opportunities for students to develop and enhance individual skills in areas of leadership, community service, the arts, academic competencies, and athletic pursuits
2. Develop, model, and sustain open and tolerant attitudes with respect to both individuals and ideas, and appreciate the value and dignity of every person.
3. Actively celebrate, promote, and strive to foster our multifaceted cultural and ethnic diversity.
4. Share the responsibilities of maintaining student achievement and a challenging learning environment through open, timely, and effective communication between home and school.
5. Provide the support necessary to ensure that all students have an equal opportunity to thrive in this academic community, regardless of individual economic circumstances.

Given the foregoing beliefs, it is our *mission*, as a community of scholars, to provide a challenging and dynamic college preparatory program of education in a unique public school environment that ensures the development, both individually and collectively, of the culturally diverse and academically talented students we serve. Our Purpose is driven by a *Vision* that this academic community will not only continue to attract the finest and most committed scholars (including students, teachers, administrators, and support staff), but that it will instill in all of them an appreciation and passion for learning throughout their lives, that results not only in personal fulfillment, but in meaningful and sustained contributions to society.

Our families represent a diverse cross section of greater Nashville. Their breadth of ethnic, religious, and socio-economic backgrounds makes Hume-Fogg a fascinating community in which to learn lessons not always found in books. Our families, united with our valued community partners, provide financial, emotional, and professional support for the many pursuits that we undertake at Hume-Fogg.

As the first public school in the city of Nashville, Hume-Fogg has a tradition of excellence that sees arts and athletics as fundamentally complementary to academics, ethical and compassionate behavior as crucial to sustaining a caring community, and intellectual passion and risk-taking as necessary for individual growth and development.

1. Assessment Results:

It should be noted that the data from the year 2009-2010 reflects a change in standards and proficiency levels from the state. They have moved from three levels of proficiency (advanced, proficient, and basic) to four levels of proficiency (advanced, proficient, basic, and below basic). This resulted in a dramatic change in the number of students scoring advanced on state assessments. The state curriculum standards can be found at: <http://www.tennessee.gov/education/curriculum.shtml>. The scale score ranges and reporting category performance index for state achievement tests can be found at: http://www.tennessee.gov/education/assessment/ach_prof_level.shtml

Reading

Looking at our school average data, last year only 60% of our students scored advanced in reading/language arts. The prior year, 2008-2009, 93% of our students scored advanced. In our subgroups, there was a significant decline in Economically Disadvantaged Students (from 90% advanced to 42% advanced), African American Students (from 90% advanced to 32% advanced), and Hispanic or Latino Students (from 92% advanced in 2008 to 53% in 2010). Looking at our grade level data, the only assessment that has been administered state-wide for a significant length of time is the TCAP End of Course test for English II. Last year only 49% of our students scored advanced in English II. The prior year, 2008-2009, 100% of our students scored advanced. In our subgroups, there was a significant decline in Economically Disadvantaged Students (from 100% advanced to 30% advanced), African American Students (from 100% advanced to 17% advanced), and Hispanic or Latino Students (from 100% advanced to 39%). Although there was a change in standards and proficiency levels, this decline warranted additional inquiry.

A diagnostic reading assessment was given to our freshmen class. According to this recent data, 38% of our freshmen are reading 1-2 levels below grade level. The area of greatest deficiency was Informational Comprehension. This deficiency is not only surfacing in class performance, but on standardized tests as well. This data directly related to the data reflected in our ACT results in the junior year. In light of these results, the goal is to implement a School-Wide effort to increase Reading Comprehension across the Content Areas in an effort to increase College Readiness for all students. There are three phases of this implementation: Implement Research-Based Reading Strategies across the Content Areas in the 9th Grade, Facilitate Cross-curricular Collaboration with Reading Focus among 9th Grade Teachers, Implement Research-Based Reading Strategies across the Content areas for all other grades.

Mathematics

Looking at our school average data, last year, 83% of our students scored advanced in mathematics. The prior year, 2008-2009, 96% of our students scored advanced. In our subgroups, there was a significant decline in African American Students (from 92% advanced to 73% advanced) and in White Students (from 96% advanced to 86% advanced). Looking at our grade level data, the only assessment that has been administered state-wide for a significant length of time is the TCAP End of Course test for Algebra I. Last year, 68% of our students scored advanced in Algebra I. The prior year, 2008-2009, 83% of our students scored advanced. In our subgroups, there was a significant decline in Economically Disadvantaged Students (from 78% advanced to 60% advanced), in African American Students (from 72% advanced to 57% advanced) and in White Students (from 87% advanced to 71% advanced). Although there was a change in standards and proficiency level this decline warranted additional inquiry.

The Mathematics Department has been engaging in vertical alignment of the department in order to more effectively prepare students at every grade level. They have also met as a department to implement common, effective intervention strategies for all math students. These interventions and strategies will be

utilized in the classroom and embedded in the instruction in order to reach all learners. This will ensure that those students who need targeted interventions, but are unable to attend before and after school remediation, will benefit from the implementation of these research-based strategies and interventions. The math department is also using common formative assessments in order to more closely monitor student growth and progress throughout the year. This method is based on the work of Rick Stiggins, Assessment for Learning. Students have clearly defined learning targets and are able to track their own progress as well.

School-Wide Efforts

Teachers are using data to effectively make instructional decisions. Not only do the teachers have TVAAS from the state level, Discovery Data for benchmark testing, Data Warehouse from the district level, we have created our own Data Warehouse/Student Intervention Tracker. We are starting with the current 9th graders with plans to add a grade each year. We take data from all the different sites and compile into one database that focuses on mathematics, English, and science proficiency. Not only does it include summative assessment data, but diagnostic testing and academic information we have gathered throughout the year. This allows us to effectively target interventions for individual students as well as skills-based interventions for specific classes. This system ensures that we consistently look at data throughout the year and do not wait for summative data.

2. Using Assessment Results:

Assessment drives teaching and learning in a variety of ways at our school. The State of Tennessee has recently implemented a system, the Tennessee Diploma Project, by which subjects (beginning in 2010 with language arts, math, and science) are taught and tested according to specific curricular standards. All teachers attended professional development workshops in the spring, summer, and fall of 2009 on how to integrate those state standards into curriculum design. At the year-end, standardized state tests were administered in these subjects to measure course effectiveness. Hume-Fogg is using this new system beginning with the class of 2013 to ensure validity of teaching and learning in these areas, with state standards in other areas to follow.

In addition to examining specific class performance (based on grade performance and correlated end-of-year testing; e.g., AP classes), the administration regularly looks at the PSAT/ SAT Senior Report and the PLAN/ACT Linkage reports. All of our students take the PSAT in the 9th, 10th, and 11th grade years. They also are state mandated to take the PLAN in the 10th grade and the ACT in the 11th grade. The administration examines test score results for any disparities in subject areas in general and also for disparities based on disaggregated data. This data is used to identify student strengths and weaknesses, and the use of that information to revise teaching strategies and curricular goals.

Diagnostic placements tests are given to incoming students in math and foreign language to (1) ensure that the student is placed at the appropriate level, (2) plan future instruction, and (3) implement remediation if necessary. As the freshmen year progresses, persuasive writing assessments are given to students in English class. These are graded holistically and are tracked for strengths and weaknesses so that the teacher can guide improvement. Overall student achievement is followed very closely in the freshman year, and the progress of students who are having difficulty is discussed during intervention meetings. We have created a Freshmen Data Warehouse that tracks current assessment data about our incoming freshmen. We continue to add data in the form of formative and summative assessments in all content areas throughout the year. This intervention system is being used to document and share observations and strategies with other teachers. This system, along with intervention meetings, seeks to help students by offering a variety of techniques to improve grades. Based on the data, students can be referred for academic assistance, peer tutoring, expert tutoring, group work, and before or after school study sessions with teachers. Similar intervention strategies are recommended for upper level students, and Hume-Fogg also has in place a math lab, writing lab, and foreign language lab where students may receive extra help.

The administration conducts periodic reviews of teacher performance, which focus on strengths and areas

in need of attention, include observation, written reviews, and face to face meetings thereafter. The faculty participates in self and peer assessment through the Peer Dialogue Network. This encourages research-based best practices in the classroom as well as assessing college and career ready skills through the evaluation of student work.

3. Communicating Assessment Results:

In order to ensure that assessment results are timely and communicated to all relevant stakeholders, Hume-Fogg faculty uses a variety of methods to reach those stakeholders. We have adopted the use of the GradeSpeed program, which allows students and parents to access and monitor their grades year round. It also provides the capabilities for posting different categories of assessments; point values assigned, and even a description of the actual assignments. Teachers, parents, and students must login using their unique usernames and passwords in order to increase the security and confidentiality of student data. This program has proven invaluable to both students and parents, as they can monitor performance on a daily basis and address, early in the grading period, any concerns that may arise.

In addition to GradeSpeed (which can be checked daily), to further facilitate direct communication of student performance, students are issued printed progress reports at the midpoint of the nine weeks. Parents affirm that these reports are clear and easy to understand. In a recent survey, 90% of parents agreed that reports on student progress are clear and comprehensible. Students who are failing any courses are monitored in independent study hall until grades have significantly improved. In conjunction with close monitoring of study habits in independent study hall, parents are contacted, and, if necessary, teacher-conferences are held.

At the end of the nine-week grading period, teachers are also provided reports that divide the letter grades demographically in all their classes. This allows teachers to identify and to make the appropriate revisions for any subgroup within our student population that we are failing to address adequately.

Communicating with parents is an essential goal at Hume-Fogg. To ensure that our parents are well informed, we have implemented both a formal and informal method for continued discussion. Teachers' methods for communicating with parents vary throughout the school, but the most predominantly used methods are phone calls, emails, and letters home. Some teachers have also set up personal web sites for students and parents to chat, browse course syllabi and assessment calendars, access helpful online resources, and just generally share any concerns they may have regarding the course. In addition to teachers actively contacting parents about concerns, Hume-Fogg has set up a freshman monitoring system where we log any specific issues we have observed that are impacting student performance and interventions we have made to monitor their progress and transition to the academic, magnet high school. Those students identified with failing grades are given additional assistance in organizing for their classes, tips for effective note taking and studying, and ongoing sessions with members of the Counseling Office to ensure all possible assistance is provided to remediate their academic deficiencies.

In addition to consistently communicating grades, Hume-Fogg actively communicates dates for high stakes tests (SAT, ACT, PLAN, PSAT, EOC, Gateway, AP Tests, etc.) and other important school events. National and state standardized tests are of paramount importance at Hume-Fogg, and as a faculty we strive to ensure all stakeholders are well informed and thoroughly prepared. To help in this endeavor, we have an official school website as well as the MNPS website that apprises our parents and students of important testing and event dates to mark on their calendar. The website is updated regularly to ensure parents have the most recent and accurate information for planning. In addition to twenty-four hour access to the Hume-Fogg and MNPS websites, we also send our regular newsletters and emails for any pressing dates or activities to which parents need to pay special attention. These newsletters and emails also highlight student achievement and overall school success. The EVRITS system, an online database and communication program that allows schools to consolidate multiple databases for simplified management, has been an invaluable communication tool used frequently by the administration, faculty, and parent organizations. All these measures have been implemented at Hume-Fogg to ensure timely information is

communicated to all relevant stakeholders to aid overall performance. A recent survey of parents indicates that 88% agree that effective procedures are in place to support communication with teachers and 98% agree that technology is used to provide parents with information about the school.

4. Sharing Lessons Learned:

Hume-Fogg faculty consists of teachers who are continually recognized at the district, state, and national level. Not only do they share their expertise with those within their departments and the school building, but they demonstrate outreach into their professional communities through sharing strategies that increase student achievement.

One of our nationally board certified mathematics teachers, Nicole Burgess, created a program for students struggling in Algebra. Her "Algebra Sense" program was created because she noticed her students needed extra help beyond the classroom to understand Algebra topics. She put this idea into action and began creating 10-15 minute video lessons on several algebra topics in order to help the student further understand the concepts that are being taught in class. Through the implementation of "Algebra Sense," students were shown to improve their end of course test scores. She has now added several Algebra 2 topics in my tenure as a teacher at Hume-Fogg Academic High. This idea which once started out as a 4-disc DVD set to be used for her students has grown into lessons that are currently on the internet through School Tube.com on the Algebra Sense Channel, and a link on our Hume-Fogg website as well as a link on the Barren County Middle School website. Barren County is a school in Glasgow, Kentucky. She hopes to continue to create further lessons on Algebra topics and hopes "Algebra Sense" continues to develop students in their understanding.

Our math department chairperson, Karen Boles, is a member of a national teacher leader cadre. It was developed as the result of a partnership between Texas Instruments and Middle Tennessee State University to educate teachers on effective technologies that will help improve mathematics education. The cadre consists of approximately 27 teachers from counties across the state and they received nine full days of training on Texas Instruments' TI-Nspire handheld technology and a set of 30 TI-Nspire CAS handhelds to use in their schools. Karen learned how to use the associated software, write her own TI-Nspire documents that she can tailor to her students, and use internet resources for this technology effectively. In return, she completed over 300 face hours of teacher training within the state of Tennessee. She has conducted training both individually and collaboratively with other cadre members in a variety of settings including graduate school classes and conference workshops.

In the World Language Department, Spanish Teacher Jennifer Sychareune has facilitated workshops for the district in vertical teaming, as well as implementing the process in her department here at Hume-Fogg. The purpose of vertical teaming in World Language is to make sure that every student has the required background knowledge and foundational skills to continue in their chosen language. They incorporate scaffolding as they design projects that allow the students to integrate all of their target language skills and encourage them to build upon their research skills. These projects are done in all classes of a given level, so that no matter what teacher a student may have, they will be equally prepared to move forward in their World Language study.

While we know the single most influential factor in student achievement is quality of instruction, collaboration is essential. Our Peer Dialogue Network (two frameworks about best practices and student work) has been used and shared by our teachers with a high poverty elementary school in the district. A group of teachers and the principal of this school came to Hume-Fogg on an in-service day to learn about implementing the network into their school culture. In addition, the two frameworks have been shared with all the principals (133) in the district at the annual Principals Leadership Retreat during a teaching and learning session. The district technology staff has filmed our teachers using the frameworks and has posted these videos on the district website.

1. Curriculum:

All Hume-Fogg academic courses are taught at the honors or Advanced Placement level and all classes emphasize writing, critical thinking, and analysis. Teachers utilize a variety of instructional strategies and assessments including individual and group projects, Socratic questioning, a writing process that includes multiple drafts, close reading skills, in-depth research, self and peer editing and assessment, use of daily and unit learning targets, and technology-based lessons using Smart Board and the Nspire calculator software.

Students are required to take six courses per semester and must accumulate no fewer than 22 credits to graduate. The Hume-Fogg curriculum promotes a balance between the purely academic and the creative arts. This balance is evident in all of our departments. In the English department, our students are required to have four years of English courses for graduation. All of these courses are taught at either the Honors or Advanced Placement (AP) level and include English I Honors, English II Honors or World Studies, English III Honors, English III AP Language and Composition or American Studies, English IV Honors or English IV AP Literature and Composition. Elective courses include Journalism (juniors and seniors), Imaginative Writing (juniors and seniors), World Studies (sophomores) and American Studies (juniors). Our core Social Studies courses include a one semester 9th grade We The People course, 10th grade Honors and AP World History, 11th grade Honors and AP American History, and 12th grade AP Economics and US Government. The elective courses are AP Comparative Government, AP European History, Personal Finance, and a Global Citizen Seminar. The interdisciplinary courses are World Studies that combines World History Honors and English II Honors in a two credit course and American Studies that combines the U.S. History Honors and English III Honors American Literature courses in a two credit course.

In the Math department each student at Hume-Fogg takes at least one math class per academic year and all students will reach the minimum level of pre-calculus. The classes currently offered at Hume-Fogg in mathematics are Honors Algebra I, Honors Geometry, Honors Algebra 2, Honors Pre-calculus, Discrete Mathematics, AP Statistics, AP Calculus AB, AP Calculus BC, and Advanced Calculus. In the Science department, we offer 9th grade Honors Biology, 10th grade Honors Chemistry, 11th grade Honors Physics for our core curriculum and electives AP Biology, AP Chemistry, AP Physics B, AP Physics C, AP Environmental Science, Honors Anatomy and Physiology, and Astronomy.

Hume-Fogg students are required for graduation to have a minimum of 2 years of the same foreign language while in high school. Credits earned in Middle School for a foreign language are granted elective credit. Hume-Fogg students are expected to study a language in depth and are highly encouraged to take three or four years of the same language. French, German, Latin, Mandarin Chinese, and Spanish are offered at levels I, II, III, IV, and AP. We have a dedicated foreign language computer lab that has 35 individual student work stations equipped with listening and text software. This lab is used on a daily basis by all of our foreign language faculty. Our Fine Arts core course offerings are Beginning Band, Concert Band, Drawing 2-D and 3-D, Music History and Literature, Orchestra, Theater Arts, and Visual Arts I, II, and III. Elective courses are AP Studio Art, AP Music Theory, Mixed Chorus, Show Choir, Jazz Band, and Wind Ensemble. Finally, our Lifetime Wellness and Physical Education Core Course offerings are Life Wellness and Physical Education. Both are one year and required for graduation by the state of Tennessee. Elective courses are Weight Training and Personal Fitness.

All of our teachers use student performance data on both teacher designed and state formative and summative assessments to identify areas of strength and weakness in content and process skills areas. Most subject areas culminate with an AP course, and communication within departments allows faculty to discuss weak performance areas from previous AP exam data, thereby allowing teachers to address some of those areas in introductory and prerequisite courses. For example, areas of weakness identified from

both AP Spanish Language and Literature results have included cultural background knowledge and reading comprehension skills. These two areas are being addressed in earlier levels and more intensively in level 4, which is the AP prerequisite course.

2. Reading/English:

The Hume-Fogg faculty supports vertical alignment of curriculum, instructional strategies, and assessments through regular department and faculty meetings. During these meetings, teachers at each grade level work together to develop sequential curriculum instruction and appropriate student expectations. By coming together to discuss student goals for each grade, teachers design benchmarks that further develop the goals and expectations introduced by previous courses. For example, the English department devotes time to develop vertical teaming practices and student expectations at each level. The AP Literature teacher provides a list of basic student expectations and skills and instructional activities to English teachers in other grades. In addition, we use the AP Vertical Teams Guide as a reference to establish vertical alignment for instructional activities.

The department had pushed for the development of a vertically integrated Research Initiative to improve and expand our teaching of Research and Writing skills, substantially aided and directed by our School Librarian, but also fully embraced and supported by all other academic departments within the school. The English department also analyzes data to determine student achievement in a variety of ways: End of Course (EOC) tests and writing scores are used to determine areas of weakness for planning purposes, and End of Course tests TVAAS data help evaluate overall student strengths and weaknesses from the previous year's instruction. They have also utilized diagnostic assessment data and the work of the intervention leadership team to drive the Reading Initiative efforts.

All freshmen teachers are now engaged in professional development designed around research-based reading strategies. These workshops are held after school. The implementation of the strategies presented will be sustained and monitored through the instructional coach in the building. Through the vertical alignment in the English Department they have focused on the areas of both content standards and process skills. They are also actively engaged in planning horizontally and the formative assessment of student work to adjust instruction and planning accordingly. The department is committed to meeting the new standards of the state assessments as well as preparing our students with college readiness skills.

3. Mathematics:

The Hume-Fogg Math department can offer many examples of using assessment data to analyze changes in student performance. In 2008, it was determined by student math scores and value added assessment graphs that some students were not being adequately prepared for upper level math courses. Based on this information, the department created a vertical system in which math teachers at the lower levels would teach a specific set of skills that align with the students' needs in the upper level courses. Since the implementation of that system, math scores on standardized assessments have increased significantly. The 2009 TVAAS School Value Added Report for Algebra I showed progress significantly above the average school in the state. The students' mean score percentile jumped from 77% in 2008 to 88% in 2009, showing a 15.8 school effect (as opposed to the 1.6 school effect for 2008). This was repeated in 2010 with a 9.9 school effect gain for our students.

With over 95% of our students in all sub-groups scoring above the state average, we have been recognized by US News and World Report as the 26th best public high school in the U.S. They combine Algebra I scores with % of students in poverty who demonstrate mastery in math with number of AP tests taken to arrive at a score for every high school in the nation. We also ensure the correct course placement in mathematics for incoming freshmen by giving all of our incoming 9th grade students a school-designed assessment exam. These scores are used to inform parents about making the right course placement (Algebra I or Geometry) to ensure mastery and build a foundation for upper level courses.

4. Additional Curriculum Area:

The social studies curriculum at Hume-Fogg directly connects to the skills and beliefs that are part of our school's mission listed below:

- All students should acquire the knowledge, skills, and attitudes to move from the known to inquiry about the unknown.
- All students should be encouraged to develop divergent thinking skills and creative problem-solving abilities.
- All students should continue to develop and improve effective communication skills through both the written and spoken word.
- Assessments of student learning and achievement should be structured to provide students with a creative variety of opportunities to demonstrate their mastery of essential skills, knowledge, and concepts in authentic and meaningful contexts.
- All students should be provided with a program that balances independent and cooperative learning skills.
- All students should understand that plagiarism and other misrepresentations of the truth are antithetical to the pursuit of learning and personal growth, and that they have no place in an academic environment committed to excellence.
- All students should be encouraged to pursue enrichment opportunities inside and outside the classroom.
- The school community (including students, teachers, administrators, staff, and parents) should provide direction and opportunities for students to develop and enhance individual skills in areas of leadership, community service, the arts, the sciences, the humanities, languages, athletics, and responsible citizenship.
- The school community should be encouraged to develop and maintain open and tolerant attitudes with respect to both individuals and ideas, and to recognize and respect the value and dignity of every individual.
- The school community should acknowledge, appreciate, celebrate, promote, and strive to foster our multifaceted cultural and ethnic diversity.

These skills are infused into all of our social studies course offerings, beginning with the 9th grade one semester We The People class and ending with our 12th grade AP US Government and Micro Economics courses that are required to graduate from Hume-Fogg. We also offer two interdisciplinary courses, a 10th grade World Studies that combines 10th grade Honors English and World History and a 11th grade American Studies that combines 11th grade Honors English and Honors American History. Both courses meet daily for two periods and provide two credits.

All of our courses use formative and summative assessments that go beyond standardized tests and include culminating projects, community interviews, oral defense of one's work, original film and video works, and extensive student writing.

5. Instructional Methods:

There is noticeable effort at our school to make use of data to work toward understanding and improving overall school effectiveness. Student assessment data is used in the process of making decisions about how to encourage continuous improvement of teaching and learning practices. Recent faculty in-services have included sessions on using data for instructional planning and formative assessment in the classroom. A recent survey of faculty indicated that 93% of teachers agree that data and research are used to make informed classroom decisions. Student performance data in the form of progress reports, report cards, exam scores, and standardized assessments are monitored for any major trends in student progress that may help pinpoint areas of particular strength or weakness in our school's instructional system. This data is also used to make decisions about when and how to provide extra support for students through peer tutoring, group work, and before or after school study sessions with teachers. Individual departments also employ particular techniques to use student data for the purpose of instructional planning. For example, the English Department faculty uses an item analysis Scantron procedure to determine which vocabulary words require re-teaching.

Hume-Fogg ensures the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students by first using AP Potential data to target students whose test scores indicate a high likelihood of success in AP courses. In the fall, AP teachers receive an "AP Instructional Planning" report. Instruction is modified to target weaker areas based on this report, e.g., foreign language teachers changing writing and speaking instruction based on this report. Since 2008-2009, to build instructional capacity, Hume-Fogg has used Title II funds to send teachers to AP summer training sessions.

Faculty members attend professional development workshops, including AP and Pre-AP workshops, and consult professional publications in order to implement research based instructional strategies and activities in their classrooms. They are members of their respective professional organizations and read professional publications put forth by these organizations. Examples of specific instructional strategies used at Hume-Fogg are cooperative learning techniques, reciprocal teaching, SOAPSTONE, the Cornell note taking method, word walls and other vocabulary strategies, syntax analysis, socio-grams, graphic organizers, AP vertical team activities, pacing guides and syllabus for each subject, and application of problem solving techniques to assess how students understand concepts.

In our building, the Math Lab, Writing Lab, and Foreign Language Lab are available for all students to strengthen understanding and receive individualized tutoring either before school or after school. In the Foreign Language Lab, students can record themselves digitally and evaluate their progress in pronunciation and other needed areas. The Fine Arts department offers after school classes to enrich and expand student performance, thereby meeting the needs of students who have an extended interest in the subject. AP Environmental Science offers specific lab areas, as well as a weekend trip, to enhance student learning. Independent study offers students time to receive extra help from teachers and from student tutors, as well as time to work on projects. Our Mu Alpha Theta math honor society has developed a list of student tutors for math which is distributed to all faculty members for referral. In addition, the student workers in the Counseling Office are tutors, and other honor societies and the Senior Leadership Committee produce lists of viable tutors.

The collection and analysis of data from a wide range of standardized assessments (PLAN, PSAT, ACT, SAT, AP Exams, End of Course Exams and District Gateway Exams) are also used to evaluate overall strengths and weaknesses in student performance, which departments then use for horizontal and vertical planning of course curricula. The administration provides quarterly reports that disaggregate student performance based on gender and ethnicity. This information is often discussed at faculty meetings and in-service meetings. This year the 2009 fall in-service faculty meetings focused on how to improve student performance through the implementation of formative assessment techniques and how to use student performance data for instructional planning. Thus, an important part of our assessment system is continual reflection upon instructional choices and their impact on student performance. In a recent survey, 100% of faculty agreed that students are provided with a variety of ways to show their learning

(projects, presentations, portfolios, written tests, etc.). Thus, our assessment system rests on variety and diversity in both planning and practice. Students affirm the use of multiple assessments. A recent survey indicated that 94% of students agree that they are provided with a variety of ways to show learning (in addition to formal written tests).

6. Professional Development:

The professional development program at Hume-Fogg is consciously linked to the research-based literature about best practices that have increased teacher effectiveness and student achievement. The research on effective professional development points to four key elements in highly effective schools. These key elements are: school and job embedded, ongoing, relevant to the mission and goals of the school, and interactive. All four of these elements are present in the key professional development initiatives for our faculty. Our faculty are engaged in initiatives ranging from yearly summer training for beginning and experienced Advanced Placement teachers, to incorporating research-based reading comprehension strategies for our 9th graders, to engaging in peer observations and dialogue about best teaching practices and student work that is college and career ready. All of these initiatives reflect both the state and national curriculum standards and the short and long term achievement goals for our district. For example, the district's goal of increasing the number of students enrolled in an AP course each year is reflected in our efforts to train all of our teachers in our 25 AP courses on a regular basis. Another example involves our reading comprehension training that links to the efforts in the district to boost reading skills of our Hispanic and African-American students. Finally, our Peer Dialogue Framework is based on a simple and powerful premise: Teachers, often working in isolation and lacking opportunities to talk with other educators, have a real hunger to see colleagues teach and learn valuable content, strategies, and skills through peer discussion about student work. This student-centered peer collaboration is vital to the professional growth of an effective teacher. Teacher effectiveness, as defined by engaging in research-based best practices has been shown to be the most influential factor for increasing student achievement. Teacher leaders engaged in embedded professional development within a school have a powerful impact on both instructional practices and the quality of student work. This framework identifies five areas of focus with corresponding best practices known as teacher targets. The idea is to select one teacher target within an area of focus for each classroom visit and follow-up discussion. These peer visits and discussions are purely voluntary and confidential as the framework is to be used as a tool for professional growth and not as an evaluation instrument. It includes prompts for both pre and post-classroom visit writing and discussion.

All three of these professional development initiatives are school/job embedded, ongoing, relevant to the mission and goals of our school, and interactive. Title II funding, based on student enrollment, for the 2010 fiscal year is \$ 7,474.00 and is used exclusively for professional development. This takes the form of teacher stipends for attending training sessions for any one of our three PD initiatives. These stipends are an effective method for validating the time and efforts of our faculty to engage in high quality, continuous learning to increase student achievement.

7. School Leadership:

The leadership philosophy and structure at Hume-Fogg is driven by three key components. These components, distributed leadership through teacher leadership efforts, developing and building human capital capacity through effective professional development, and developing student growth in the academic, social/emotional and ethical areas are pivotal for our continued success. Distributed leadership at Hume-Fogg is crucial because, like other highly effective schools, instructional and curriculum decisions need to be made beyond the principal's office. This model creates more teacher buy-in about key decisions informed by our School Improvement Plan (SIP) and recent SACS reaccreditation. Over 90% of our teachers voluntarily serve on leadership teams focused on the areas identified by our SIP and SACS work. These leadership teams are focused around the areas of research and information retrieval skills, assessments and interventions, ACT curriculum and skills, our student advisor program, technology, and community and alumni relations. The leadership team chairpersons meet once a week with the administration and each team meets on a regular basis to plan action research, formulate goals

and strategies, and assess implementation measures. Distributed leadership creates and deepens human capital capacity among the faculty by engaging in school improvement work that is relevant and challenging. Teachers, through the leadership teams, have numerous opportunities to talk with colleagues, analyze school data, challenge conventional thinking about school programs, and think outside the box about school culture and student achievement. All of this occurs within the natural cycle of the school day and does not require teachers to leave campus or be pulled out of their classrooms.

Finally, all of our curricular and extra-curricular programs are continually scrutinized in connection to our students' growth and development. For example, feedback from our SACS reaccreditation in 2005 indicated that we needed to strengthen our school culture around the issue of cheating and plagiarizing.

During the 2006-07 school year (my first as principal) I asked each advisor group (20-25 students) to collectively write a school honor code. These were collected and melded into one version for the entire school. Since that effort, student and parent survey data indicates that student honesty about their work is one of our greatest strengths. This is an example of distributed leadership and building human capacity for both teachers and students and captures the spirit of our leadership efforts at Hume-Fogg.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: TCAP EOC English II

Edition/Publication Year: 2010 Publisher: Tennessee Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Advanced	99	100	100	100	99
% Advanced	49	100	99	99	99
Number of students tested	242	218	210	211	223
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Advanced	96	100	100	100	100
% Advanced	30	100	97	92	100
Number of students tested	53	28	29	13	31
2. African American Students					
% Proficient and Advanced	97	100	100	100	100
% Advanced	17	100	100	98	100
Number of students tested	64	38	42	40	36
3. Hispanic or Latino Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
6. White					
% Proficient and Advanced	100	100	100	100	100
% Advanced	63	100	100	100	100
Number of students tested	143	149	140	157	160
NOTES: It should be noted that the data from the year 2009-2010 reflects a change in standards and proficiency levels from the state. They have moved from three levels of proficiency (advanced, proficient, and basic) to four levels of proficiency (advanced, proficient, basic, and below basic). This resulted in a dramatic change in the number of students scoring advanced on state assessments.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: TCAP EOC Algebra I

Edition/Publication Year: 2010 Publisher: Tennessee Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Advanced	98	100	100	100	97
% Advanced	66	97	92	96	89
Number of students tested	101	74	59	54	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Advanced	100	100			
% Advanced	60	100			
Number of students tested	20	11			
2. African American Students					
% Proficient and Advanced	94	100	100	100	92
% Advanced	61	100	94	93	75
Number of students tested	33	20	16	14	12
3. Hispanic or Latino Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Advanced					
% Advanced					
Number of students tested					
6. White					
% Proficient and Advanced	100	100	100	100	98
% Advanced	70	96	89	100	91
Number of students tested	63	46	35	33	47
<p>NOTES: Hume-Fogg is a magnet school and due to our accelerated academic program Algebra I is the only grade pure state-mandated assessment. Many of our incoming freshmen enter with this credit already completed. Although we do have an assessment for Geometry and Algebra II, these classes include mixed grade levels. This could look different from other high schools in the state of Tennessee that may be tracking their students into grade specific math classes. It should also be noted that the data from the year 2009-2010 reflects a change in standards and proficiency levels from the state. They have moved from three levels of proficiency (advanced, proficient, and basic) to four levels of proficiency (advanced, proficient, basic, and below basic). This resulted in a dramatic change in the number of students scoring advanced on state assessments.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Prof & Adv	98	100	100	100	97
% Adv	66	97	92	96	89
Number of students tested	101	74	59	54	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Prof & Adv	100	100			
% Adv	60	100			
Number of students tested	20	11			
2. African American Students					
% Prof & Adv	94	100	100	100	92
% Adv	61	100	94	93	75
Number of students tested	33	20	16	14	12
3. Hispanic or Latino Students					
% Prof & Adv					
% Adv					
Number of students tested					
4. Special Education Students					
% Prof & Adv					
% Adv					
Number of students tested					
5. English Language Learner Students					
% Prof & Adv					
% Adv					
Number of students tested					
6. White					
% Prof & Adv	100	100	100	100	98
% Adv	70	96	89	100	91
Number of students tested	63	46	35	33	47
<p>NOTES: Hume-Fogg is a magnet school and due to our accelerated academic program Algebra I is the only grade pure state-mandated assessment. Many of our incoming freshmen enter with this credit already completed. Although we do have an assessment for Geometry and Algebra II, these classes include mixed grade levels. This could look different from other high schools in the state of Tennessee that may be tracking their students into grade specific math classes. It should also be noted that the data from the year 2009-2010 reflects a change in standards and proficiency levels from the state. They have moved from three levels of proficiency (advanced, proficient, and basic) to four levels of proficiency (advanced, proficient, basic, and below basic). This resulted in a dramatic change in the number of students scoring advanced on state assessments.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Prof & Adv	99	100	100	100	99
% Adv	49	100	99	99	99
Number of students tested	242	218	210	211	223
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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% Prof & Adv	100	100	100	100	100
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