



# PART I - ELIGIBILITY CERTIFICATION

12TN3

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12TN3

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 25 Elementary schools (includes K-8)  
 (per district designation): 11 Middle/Junior high schools  
8 High schools  
2 K-12 schools  
46 Total schools in district
2. District per-pupil expenditure: 8487

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2011 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		<b>6</b>	20	30	50
<b>K</b>	18	22	40		<b>7</b>	26	34	60
<b>1</b>	21	19	40		<b>8</b>	26	34	60
<b>2</b>	17	23	40		<b>9</b>	32	28	60
<b>3</b>	21	19	40		<b>10</b>	26	25	51
<b>4</b>	26	24	50		<b>11</b>	29	31	60
<b>5</b>	26	24	50		<b>12</b>	22	29	51
<b>Total in Applying School:</b>								<b>652</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
7 % Asian  
2 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
89 % 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 2010-2011 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, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2010	652
(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 of English Language Learners in the school: 0%  
 Total number of ELL students in the school: 0  
 Number of non-English languages represented: 12  
 Specify non-English languages:

Romanian, Spanish, Chinese, Farsi, Hindi, Gujarati, Korean, French, Malayalam, Turkish, German, and Tagalog

9. Percent of students eligible for free/reduced-priced meals: 5%  
 Total number of students who qualify: 32

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: 4%  
 Total number of students served: 29

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</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>37</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>61</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	97%
High school graduation rate	100%	100%	100%	100%	100%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>54</u>
Enrolled in a 4-year college or university	<u>93%</u>
Enrolled in a community college	<u>7%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Merrol Hyde Magnet School (MHMS), Sumner County's academic magnet school, opened in August 2003 and will be celebrating its ten year anniversary in the 2012-13 school year. MHMS, located in Hendersonville, Tennessee, is part of the Sumner County School System. Nestled on Old Hickory Lake 20 miles north of Nashville, Hendersonville is home to one-third of the county's 155,000+ residents and serves as a bedroom community for the greater Nashville area. One of 46 schools in Sumner County, MHMS currently educates 651 students. Of its 52 faculty members, 69% hold an advanced degree.

Although situated in Hendersonville, the school benefits from the geographic and cultural diversity of the entire county. Students come from rural farming communities such as Portland and Westmoreland as well as the larger towns of Goodlettsville and Gallatin. MHMS is truly a county-wide magnet school.

Any Sumner County student in grades K-12 may apply to MHMS. However, students must test to be admitted; prospective students must score at the 85th percentile or higher in reading, language, and math. Once students have met the selection criteria, applicants enter a lottery system for admission. Remaining students are placed on a waiting list for future openings after all openings are filled. Because MHMS serves the entire county, bus service is not provided. Parents are responsible for their student's transportation. In addition, students at MHMS wear uniforms.

Teachers facilitate learning through strict adherence to the Paideia philosophy which prescribes intellectual coaching and Socratic seminars for 85% of instructional time; the remaining 15% of time is used for traditional didactic instruction. All MHMS faculty receive training from The National Paideia Center which enables teachers to effectively incorporate Paideia methods into the standards-based MHMS curriculum. From kindergarten, students are taught how to sit in a circle, refer to a text, and participate in an intellectual discussion with minimal guidance from the teacher. The school regularly involves students in school-wide coached projects highlighting topics such as the Renaissance and World's Fair. These projects are open to the community for viewing and participation. The school also offers an annual community seminar inviting parents and community members.

Because Paideia requires a focus on educating the whole child, MHMS offers the following exceptional student experiences:

**Academic Achievements.** MHMS is a K-12 academic magnet school which embraces the Paideia philosophy. In 2008, *U.S. News and World Report* recognized MHMS with its rank of "Silver Distinction." Currently, the school boasts the highest composite ACT scores in Tennessee. The graduating class of 2011 earned an average ACT score of 28.25 and claimed more than two million dollars in awards and scholarships; notably, 32% of the class of 2011 achieved a composite ACT score of 30 or higher. Out of five graduating classes with an average class size of 52 students, MHMS has achieved the recognition of five National Merit Scholars. Since inception, the school has maintained a 100% graduation rate and a 100% college acceptance rate. MHMS meets or exceeds all state graduation requirements mandated by the Tennessee Diploma Project.

**K-12 Foreign Language.** Students in grades K-6 take both French and Spanish; then in 7th grade, Latin and Mandarin Chinese join Spanish in the rotation. MHMS is one of a few schools in Tennessee offering Mandarin Chinese. All foreign language students in grades 8-12 must take the national exam for their language. Advanced Placement (AP) Spanish and Chinese II will be offered beginning in the 2012-13 academic year.

**Award-winning Co-curricular Programs.** Student life is enriched and curriculum enhanced through activities including National Honor Society, Robotics, Forensics, DECA Marketing, Future Business Leaders of America, Model United Nations, Youth Legislature, Mock Trial, Science Olympiad, Math Team, and Quiz Bowl. Among the awards claimed in these activities, the Robotics Team won a southeastern championship at Auburn University and the Forensics Team earned National Forensic League Charter recognition as well as consecutive district titles in 2010 and 2011.

**Unique Traditions.** In accordance with the Paideia philosophy of rearing the whole child, MHMS implements several unique traditions designed to improve social consciousness and promote strong social bonds. For instance, all high school students must complete community and volunteer service hours. Further, each high school student is involved in multi-grade Connect Groups and pillar competitions. Middle school students participate in the Order of Heroes which includes character education. Faculty advisors lead these groups.

**Mandatory Athletics.** The Paideia philosophy also addresses the physical well-being of a growing child. As such, all students in grades 7-12 compete in interscholastic athletics through sports ranging from archery and lacrosse to bowling and soccer.

The school's mission statement reflects the Paideia educational philosophy: "Merrol Hyde Magnet School is committed to working in partnership with the students, parents, and the community to provide broad, comprehensive opportunities with a challenging, quality academic curriculum while further individualizing to allow students and teachers to realize their highest potential and to nurture a lifelong love for learning. We are committed to excellence."

## 1. Assessment Results:

As a K-12 school, MHMS incorporates a wide variety of assessments that drive curriculum and instruction. Brigance K and 1 screening, Scott Foresman benchmarking and baseline testing, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Orchard testing are administered in the primary grades (K-2). Intermediate students in grades 3-5 continue with Orchard testing, Scott Foresman benchmarking, and begin Tennessee state achievement testing (TCAP). Students in middle school undergo TCAP testing, EXPLORE testing, Orchard testing, and Scott Foresman benchmark testing. Eighth grade students also may take National Foreign Language exams and the Algebra I End of Course (EOC) exam, depending on their course choices. All high school students take part in EOC, PLAN, ACT, and PSAT testing.

In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.

MHMS's goal has always been to have 100% of students score in the advanced and proficient range. This goal has been met in several areas; however, there have been no significant gains or losses in achievement over the last five years. On TCAP testing, 8th grade has achieved 100% advanced and proficient in reading and math for the 2010-11 school year, and 6th grade also achieved 100% advanced and proficient in reading. All other 3rd - 8th grade TCAP scores exceed the 90th percentile, with the exception of 4th grade. There is a trend of lower advanced and proficient scores in the MHMS 4th grade over the past five years which is a state trend, as well. In EOC testing, all scores are 100% proficient and advanced (Algebra I, English I, English II, U.S. History, and Biology I) with the exception of Algebra II (96% proficient and advanced) which was added as a newly tested subject in 2010-11.

## 2. Using Assessment Results:

Teachers frequently analyze assessment data to improve their lesson planning. By analyzing test scores, teachers tailor lessons to more closely align with Common Core and state standards. Last year, 79% of students taking AP exams received a score of 3, 4, or 5. At MHMS, all students who take an AP class are required to take the AP exam. Advanced Placement teachers participate in specialized training in order to teach these rigorous courses. They also network with colleagues at other schools to continually improve scores.

Elementary students must score at or above the 85th percentile in reading, language, and math on a nationally normed achievement test to gain acceptance into the school. Teachers are challenged to help students maintain or exceed that level of achievement. Through DIBELS and Orchard assessments, teachers continually monitor student progress. In 2010-11, elementary achievement scores were high; however, 5th grade value-added scores in math did not meet expectations. With the addition of a new math series, 5th grade teachers attended UMATH training, worked with a district math coach each week, and created a math Professional Learning Community (PLC) with the 4th grade teachers to implement a Lesson Study program.

MHMS's ACT scores in reading and math are excellent. The average cumulative ACT math score in 2011 is 25.6. The average cumulative ACT reading score in 2011 is 29.46. Finally, the average

cumulative ACT composite score in 2011 is 28.0. MHMS's ACT scores have increased each year since its inception. MHMS is proactive in offering a rigorous curriculum and working at all levels to maintain and increase already high scores. Because math ACT scores lag behind reading scores, teachers participate in regular professional development to improve targeted areas. In elementary grades, teachers work toward better ACT scores through rigorous curriculum and specific test-taking strategies.

Fifth, 8th, and 11th grade students take the TCAP writing assessment each February. All K-5 students have a writing portfolio that follows them through elementary school. Middle and high school students are required to work on writing in all areas of study. Eleventh grade students take an eight session preparatory course that targets the standards for the writing assessment. In 2011, the 5th grade average score was 5 out of 6; the 8th grade average score was 5.2 out of 6; and the 11th grade average score was 5.1 out of 6. All scores exceeded the state average by at least nine tenths of a point.

MHMS attributes student achievement gains to an excellent staff, a rigorous curriculum, high student attendance rates, and the consistent use of data to drive instruction. All teachers are required to analyze current data and write a yearly report to the administration concerning the trends, needs, and successes they find from the test results. The faculty also identifies individual students who need special attention. Each year, the administration meets individually with teachers to discuss plans of action to meet student needs and ensure student success.

Parents and the community have access to the state website ([http://www.state.tn.us/education/assessment/test\\_results.shtml](http://www.state.tn.us/education/assessment/test_results.shtml)) where they can view both achievement and value-added scores. Teachers and parents communicate through phone conversations, e-mail, and more formal face-to-face conferences as needed. Parents have the opportunity for school-wide conferences twice a year. An official explanation of state testing results is sent home to parents in a timely manner. Students' current grades are available through the Parent Portal system for day-to-day access by parents. Progress reports are sent home at regular intervals, and a formal report card is issued at the end of each nine weeks.

### **3. Sharing Lessons Learned:**

MHMS exemplifies active learning and reflects the Paideia philosophy. MHMS is a model school in a number of ways. One school visited to learn about effective scheduling and organization at a K-12 school. Another came to study the Paideia school structure. In fact, in 2006, the National Paideia Center held its convention in Nashville, which coincided with MHMS's first school-wide coached project. Many of the convention participants visited the school to observe firsthand the collaboration of grade levels, faculty, and disciplines in designing and demonstrating the Paideia coached project.

Sumner County teachers often visit to inquire and learn about strategies to boost critical thinking skills used in the Paideia Socratic seminar. The MHMS Paideia facilitator often demonstrates the seminar method at other schools, as well as trains and provides texts and plans to teachers across the county.

Recently, Sumner County selected three MHMS teachers to serve as academic coaches for two years. These coaches worked with Sumner County teachers to boost instruction and learn how to implement new strategies that help improve academic performance. The county's instructional leaders often choose MHMS teachers to participate in train-the-trainer programs, head textbook adoption committees, and lead professional development workshops.

MHMS frequently serves as a setting for professional development opportunities for the entire county. The school has hosted two county-wide technology conferences. The school also provided a professional development program for elementary teachers that highlighted the new *Reading Street* literacy series. Teachers served as facilitators and professional leaders for group discussions on questions such as, "Which behavior or behaviors are most important to help a child reach his full potential in

reading achievement?" MHMS is proud to serve as a resource for sharing and illustrating best practices and playing a strong leadership role in Sumner County.

#### **4. Engaging Families and Communities:**

MHMS thrives with the support of the Parent Teacher Organization (PTO), open communication with stakeholders, and outside partnerships.

The PTO serves as the ultimate catalyst to fund academic endeavors that ensure academic success. Annual fundraising events include the 5K Hawk Walk and Run, Fall Festival, and a silent auction. Funds raised provide educators with technology such as computers, interactive white boards, projectors, student response systems, and document cameras. PTO funding provides online services such as Discovery Education and anti-plagiarism software. Additionally, PTO funds provide needed professional development for individual teachers.

MHMS faculty communicates with parents in many ways. Students bring home folders, agendas, and other paperwork for parents to sign and return. New technology allows parents to check their child's academic performance online anytime via Parent Portal. Other tools include the school website, which features an online calendar, links to websites, an email and phone directory, the PTO meeting schedule, conference dates, a parent newsletter, and the school newspaper. MHMS utilizes the county's school messenger system to provide immediate information to parents via email or telephone notification.

Students are involved with the community in several ways. Outside agencies provide high school students with opportunities to complete their mandatory hours of community service. Students work with the YMCA, the Sumner County Animal Shelter, various church organizations, and the Jason Foundation (a youth suicide prevention program). Many high schoolers choose to tutor younger students in after-school programs. The school invites community speakers to provide students a variety of perspectives with real-world applications. An annual Career Day allows parents and community partners to share information on their respective careers with students. Students further engage with the outside world by traveling locally to the Nashville Symphony, the Roxie Theatre in Clarksville, the Tremont Institute in the Great Smoky Mountains, and area colleges. In addition, broader travels include Boston, Washington, D.C., New York City, and Europe.

The involvement of families is a keystone of the school's success. Parents are welcome as partners in their child's education, and volunteering in the school is highly encouraged. Families provide financial and professional support for many school undertakings. Doughnuts with Dad, Muffins with Mom, Boo-Hoo Breakfast, book-fair nights, Just Say No programs, Career Days, Middle School Transition Night, FAFSA/College Night, graduation planning, sports recognition, senior picnic, Jr/Sr Prom, the Snowball Dance, and the annual Fall Festival are ways to engage parents.

## 1. Curriculum:

MHMS is committed to excellence. As a Paideia academic magnet school, teachers encourage students to challenge themselves academically and set high character standards. Acquisition of knowledge, application of linguistic and mathematical reasoning, as well as growth of the understanding of ideas, molds instruction. A challenging curriculum gives students the tools to strive for excellence in core academics, the arts, and foreign language. Paideia project-based learning allows students to develop intellectual skills through group and individual projects. All classes and courses align with the Tennessee state standards, and dual enrollment (DE) classes offer students the opportunity to participate in college coursework for credit. MHMS's curriculum and instruction focuses on improving ACT scores to produce a 100% college-bound student body.

All language arts instruction follows the Tennessee state standards. MHMS students use the county adopted language arts textbooks. High school English concentrates on American, British, and world literature through the following courses: English Honors I-IV, DE and AP English in both 11<sup>th</sup> and 12<sup>th</sup> grades, Journalism, and Creative Writing. Teachers at every grade level use a standard writing rubric to critique written assignments.

All math instruction aligns with Tennessee state standards using the county adopted math textbook. Students in 8th grade may take Algebra I. All high school students must take at least one math course each year from the following list of courses: Honors Algebra I, Honors Geometry, Honors Algebra II, Honors Advanced Algebra and Trigonometry, Honors Pre-Calculus, Finite Mathematics, DE Statistics, and AP Calculus AB.

Science is integrated throughout the elementary curriculum and is offered yearly in middle school. High school students are required to complete four years of science. All science courses align with Tennessee state standards. Courses offered at the high school level include: Honors Physical Science, Honors Biology I & II, Honors Chemistry I & II, Honors Anatomy & Physiology, Honors Physics I, Honors Ecology, and AP Biology.

The K-12 social studies program teaches students to appreciate the diversity of community and cultures, and guides them to manage a complex understanding of the human experience. The social studies courses offered in high school include: Honors World History, Honors U.S. History, Honors Economics, Honors Government, AP European History, AP U.S. History, and DE Psychology.

MHMS encourages all students to seek creative outlets for their talents. Students have opportunities to develop their talents in the areas of vocal and instrumental music, visual arts, and theater arts. Student creativity is showcased throughout the school and in community venues.

Also integral to the Paideia whole child philosophy are the physical education and health and wellness classes. Elementary students engage in physical education classes every other day for 40 minutes. Most middle school students have nine weeks of physical education each year. Beginning in 7th grade, all students participate in at least one sport yearly.

Elementary students take technology classes once every two weeks to learn keyboarding and internet literacy skills. Fourth and 5th grade students access the computer lab to complete classroom projects using Excel and PowerPoint. Middle school students have nine weeks of computer class each year, with the 8th grade course emphasizing keyboard skills. MHMS also offers several high school computer

courses: Computer Applications, Interactive Multimedia I & II, and Web Design. Four computer labs are open for student research and document creation.

Students take French and Spanish from kindergarten through 6th grade. In 7th grade, students continue Spanish, but add Latin and Mandarin Chinese. All high school students are required to study foreign language for four years. Students may study five years of Latin or Spanish. Mandarin Chinese II and AP Spanish will be offered in 2012.

## **2. Reading/English:**

### **Elementary Reading**

The comprehensive elementary reading program at MHMS is designed to produce fluent, analytical readers using multiple programs, assessments, and practices to ensure that each student acquires fundamental and foundational reading skills. Close monitoring ensures student accountability in accordance with Common Core and state standards. Due to strong vertical alignment, students are consistently challenged according to their personal reading level regardless of grade year. Reading is embedded throughout all subjects in the curriculum, as well as in the exploratory arts such as music, art, foreign language, and library classes. The entirety of the reading program at MHMS has been developed around the Paideia philosophy of rearing and empowering the whole child as a lifelong learner.

Merrol Hyde teachers use the county adopted basal reading program *Reading Street* by Scott Foresman. This series provides a scientifically-based approach to reading including built-in differentiated instruction, ongoing progress monitoring, and detailed plans for effective and flexible small grouping. Additionally, during 90 minutes of uninterrupted reading instruction every day, teachers implement several other demanding literacy programs to ensure the highest level of achievement for each student. All students participate in a school wide reading initiative designed to expose each child to classic literature through novel studies, personal reading time, teacher read-a-louds, and homework based reading logs.

Starting in the younger grades, elementary students use a variety of manipulatives to ensure success in phonetic reasoning. They participate in relevant, cross-curricular literature sets with embedded vocabulary enrichment. In the upper elementary grades, the Wordly Wise and CAFE programs challenge all students in daily literacy monitoring and instruction. All students actively engage in comprehension activities through reader's theater and literature-based foreign language instruction; all teachers intentionally ask questions guided by Bloom's Taxonomy to differentiate instruction among students with diverse learning styles. Pre- and post-assessments such as state benchmarks, DIBELS, Orchard, Study Island, weekly online assessments, and reading inventories determine and verify student mastery.

Finally, Paideia Socratic seminars allow students an opportunity to analyze, deconstruct, critique, and evaluate texts through open-ended questioning and discussion. Seminars are conducted throughout the year in classroom, school wide, and community settings.

### **Secondary English**

The secondary English curriculum at MHMS, comprised exclusively of AP, DE, and honors classes, provides challenging work in literacy skills for all students. The faculty teaches to the top so that those who are already reading above grade level have an opportunity to excel. The Socratic seminar is the cornerstone of the entire literacy skill set, giving students practice in examining a text through critical thinking, discussion, and writing. The secondary language arts program is built on strong basic skills taught in grades K-8. In fact, all 6<sup>th</sup> and 7<sup>th</sup> graders take a nine-week reading class. An emphasis on literature and composition prepares students for the rigors of advanced coursework. The K-12

configuration affords teachers the opportunity for constant vertical alignment, which assures coverage of all language arts standards and constantly prepares students for new academic challenges.

In AP English, juniors and seniors participate in an intensive program of literature and composition, analyzing complex college level fiction and nonfiction texts, as well as material from other disciplines, including drama, journalism, history, and media. Students write weekly and complete reading projects outside of class, including challenging summer assignments. Writing instruction in the upper level classes focuses on quality of content, and specifically, analysis and commentary. Writing across the curriculum complements the program. AP English scores evidence the program's success, with 100% scoring 3 or above on the AP literature exam (67% received a 4 or 5).

As in the AP curriculum, students who choose the honors path are challenged in a program that focuses on analytical writing, classic and modern literature, and academic vocabulary. Discussion-based learning features small group discussions that strengthen critical thinking, speaking, and writing skills. Both teachers and students utilize technology, and through research and coached projects, students discover, analyze, synthesize, and demonstrate higher level learning skills, preparing them for university work. Many students opt to take DE classes for college credit.

The challenging AP and honors English curricula support student readiness for college and align with the school's commitment to excellence.

### **3. Mathematics:**

The mathematics program provides individualized student-centered learning through the use of both formative and summative assessments for students. Data is frequently analyzed and results are applied to instructions to ensure student achievement and growth.

Beginning in 1st grade, students take a math placement test. Students performing above grade level in grades two through six are tested in the next grade level. For students performing at or above grade level, online resources, such as Orchard and Study Island, supplement learning. The county provides a mathematics coach to support struggling students and challenge above grade level students. National Honor Society members tutor students at all grade levels.

At the end of 7th grade, students take the Iowa Algebra I Placement Test. Teachers recommend eligible students for Honors Algebra I, while students at or below grade level take Pre-Algebra. This two-tiered approach to teaching 8th grade mathematics affords struggling students an extra year to strengthen their math skills. Students have the opportunity to take math classes that may include, but are not limited to, the following: Honors Algebra I, Honors Algebra II, Honors Geometry, Finite Mathematics, Honors Pre-Calculus, AP Calculus, AP Statistics, and DE Statistics.

The strength of the MHMS mathematics program is that students are able to customize their mathematical paths. For example, students may take two mathematics classes in one academic year in order to advance. This flexibility allows students with varied mathematical skill levels to advance in math as their prospective career aspirations and collegial needs demand.

### **4. Additional Curriculum Area:**

The high school social studies department consists of two full-time teachers and a teacher certified in both English and social studies. MHMS requires all freshmen students to take Honors World History. Since the high school offers no formal geography course, the world history teacher incorporates an in-depth study of world geography as part of the curriculum. Nearly all assessments include fact-based and analytical studies of maps and other topics related to geography. In the past, the summer reading assignment for this

course was *Gods, Graves, and Scholars* by C. W. Ceram. Along with the county adopted textbook, the course is supplemented by *The Western Tradition* video series.

Another mandatory course for students occurs as juniors. Students take Honors U.S. History unless they decide to take AP U.S. History. Both courses use the AP textbook *The American Pageant*, which ensures that all students receive a college-preparatory experience. The Honors U.S. History course includes a ten-page, college-level term paper as the capstone assignment.

The social studies department offers two AP courses: U.S. History and European History. Both of these courses are taught at a rigorous, freshman-year college level. Frequent student assessments include official AP multiple choice and essay questions, including timed document-based questions from past AP exams. Both courses include extensive readings outside of regular textbook assignments, including books such as *Candide* by Voltaire and *The Devil in the White City* by Erik Larson.

In order to prepare sophomores for the more complex concepts introduced in Honors U.S. History, they are required to take both Economics and Government as nine-week honors-level courses. Students may also choose to take elective courses, all at the honors level. These include Psychology, Ancient History, and Modern History.

In order to develop formal analytical writing skills, students frequently write essays in all classes. The social studies teachers emphasize skills such as formulating a comprehensive tripartite thesis statement, analyzing primary documents, identifying bias or point-of-view, and grouping ideas into distinct, thematic sub-topics. Students experience diverse viewpoints and develop academic vocabulary through extensive readings outside of the assigned textbook. Students collaborate with peers through creative projects based on the analysis of primary documents. Such projects include historically accurate skits, newspaper-style “front page” posters, PowerPoint presentations, and extensive analyses of past Supreme Court decisions.

## **5. Instructional Methods:**

MHMS’s Paideia goals and philosophies are directed to the whole child and the child’s individual instructional needs. Merrol Hyde students are high achieving and capable, with many exhibiting gifted characteristics. MHMS teachers teach according to Paideia Philosophy:

*All children can learn,*

*All children deserve the same quality of schooling, not just the same quantity, and*

*Each student’s achievement during the year should be evaluated in terms of that student’s competencies and not solely related to the achievements of other students.*

*Paideia Principles, National Paideia Center*

Teachers develop lessons aligned with Tennessee state standards and Common Core standards. One way instruction is differentiated is through Socratic seminar. This model begins in kindergarten and progresses through 12th grade, reaching into the community to include parents and interested citizens. Cooperative learning, peer tutoring, grade-level coached projects, individual projects, choice activities, and extended travel all provide differentiated instruction. Study Island, a curriculum-based technology enrichment program, and Discovery Education, a streaming video service, enrich instruction in the classroom. Grade level teams use test scores to determine content knowledge and achievement within subject areas for individual students; collected data is then used to differentiate instruction.

Math is a subject specifically differentiated at MHMS for all grades. Math placement tests determine skill levels, and students are divided into two groups: those who are at grade level or those who are above

grade level. All group lessons are adapted according to the needs of each student. In the elementary grades, learning stations provide self-instruction at varying degrees of difficulty. Each classroom contains a computer-based learning center for differentiating instruction. In middle school, some 6th grade students work independently at the 7th grade level, with the teacher serving as either a coach or an instructor. Students are then able to continue into higher level mathematics courses in high school.

Reading and writing are a major focus in every grade and within every subject. In elementary grades, reading groups enrich and differentiate instruction. Librarians work closely with teachers to provide support. Language, science, social studies, and history classes also provide a platform for solid reading instruction. A Paideia reading specialist meets with teachers to provide activities and assist with reading in the content area. Math, science, and social studies textbooks are available in digital format and on tape for auditory learners. Kinesthetic, auditory, and visual instruction is provided to meet diverse learning styles.

## **6. Professional Development:**

MHMS is a classical academic Paideia school. The Paideia philosophy embodies the idea that education should be child-centered, with the teacher acting as facilitator. One of the main Paideia principles states “the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.” This passion to learn is evident in the teachers at MHMS, and collaboration is the cornerstone of our school’s teaching and learning environment. Our teachers visit one another’s classrooms weekly to continue the conversation of excellence, learning, and support for daily instructional and professional goals.

Professional development practices support the foundation of the Paideia principles and foster collaboration among the faculty. A committee made up of teachers and administrators survey the faculty to determine specific professional development needs. For example, school data reflected a need for stronger emphasis on student writing. In 2011, MHMS teachers facilitated a professional development session called “Writing Across the Curriculum.” Educators from multiple academic specialties divided the faculty into groups and presented techniques for incorporating writing into every subject. The teachers reached a consensus to assign one extended writing activity every nine weeks in each class. The following fall semester, students participated in a writing exercise based on a play performed by the theater class. At other times, all students received the same writing prompt to practice for the state writing assessment. Teachers use rubrics to grade formal writing assignments.

MHMS employs a Paideia facilitator and reading specialist who meets bi-weekly with all teachers to collaborate for curriculum development, evaluate best practices, offer encouragement, and share ideas. She also trains new teachers in the Paideia philosophy and current curriculum strategies. In addition, a school wide Paideia coached project is planned every two years where students complete performance tasks based on real-world applications. An authentic audience, comprised of community members, views student products and performances that reflect standards-based, cross-curricular collaboration and learning.

## **7. School Leadership:**

The leadership structure of MHMS is shared by faculty, parents, and students and its philosophy is rooted in the concept of “Leading by Knowing.” Administrators proactively engage stakeholders in support of the multi-faceted needs of the school. MHMS principals model professionalism and dignity.

The administrators are committed to student success. For instance, principals meet individually with middle and high school students who earn D’s or F’s on their report cards. Principals and students devise improvement plans which are signed by parents. Principals closely monitor struggling students by regularly signing agendas. In addition, the principal and assistant principal join middle and high school

faculty members by leading small student advisory groups, called Connect Groups. These groups meet five to six times a year to discuss grades, social issues, college choices, and current events. Both principals participate in selected parent teacher conferences and attend professional learning communities with teachers. Additionally, the principal and assistant principal visit classrooms regularly to observe instruction, assess environment, evaluate lesson plans, and conduct post-observation conferences to give every teacher valuable feedback.

Administrators consistently organize faculty to achieve common goals. Faculty members lead by assisting in school scheduling, proposing special courses, selecting outside assessments, choosing texts, and leading professional development sessions. The Paideia reading specialist serves as a liaison between administrators and teachers and meets bi-monthly with teachers to plan seminars, discuss instructional strategies, and provide professional development.

Parents serve in leadership roles by coaching school sports, chaperoning class trips, and sharing in some curriculum decisions. In fact, a parent initiated the Chinese education program by securing a teacher for the first after school Chinese class five years ago; now, Chinese is offered as a high school credit. The principal meets monthly with the PTO executive board to discuss the funding of programs, parental involvement, and any relevant concerns that may arise.

Students provide valuable leadership by initiating proposals for clubs, activities, and sports, as well as helping select seminar texts. The principal reviews all proposals and returns them promptly. Student Council members serve as a liaison that voices student concerns, which fosters a sense of ownership.

Finally, administrators at MHMS regularly welcome visitors, parents, students, faculty, staff, and members of various community groups into the school. By consistently leading by example, both the principal and assistant principal create a climate of respect and ensure a culture of learning.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: End of Course - Algebra II

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May				
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98				
% Advanced	61				
Number of students tested	51				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					
School year 2010-11 was the first year of testing for End of Course Algebra II.					

12TN3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: End of Course - English II

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	64	77	100	100	100
Number of students tested	61	60	61	57	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus %Advanced	93	93	100	100	100
% Advanced	50	60	100	98	98
Number of students tested	40	40	40	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	85	100	100	100
% Advanced	53	50	100	95	98
Number of students tested	40	40	40	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	77	92	100	100	100
%Advanced	44	48	96	92	92
Number of students tested	50	50	50	49	50
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	86	98	100	100	100
%Advanced	38	48	98	94	96
Number of students tested	50	50	50	49	50
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	90	84	100	100	100
%Advanced	42	46	94	98	100
Number of students tested	50	50	50	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	98	98	100	100	100
%Advanced	44	46	98	100	100
Number of students tested	50	50	50	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	98	96	100	100	100
%Advanced	82	68	100	100	100
Number of students tested	50	50	50	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	100	96	100	100	100
%Advanced	48	44	100	100	98
Number of students tested	50	50	50	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	97	100	100	100	100
%Advanced	72	68	100	98	100
Number of students tested	60	60	60	60	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	95	100	100	100	100
%Advanced	55	65	97	98	97
Number of students tested	60	60	60	60	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus % Advanced	100	78	100	100	100
% Advanced	98	45	100	98	100
Number of students tested	60	60	59	60	60
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TCAP

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus % Advanced	100	98	100	100	100
% Advanced	58	45	100	97	100
Number of students tested	60	60	59	60	60
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Enc of Course - Algebra I

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	95	100	100	100
% Advanced	94	87	95	93	90
Number of students tested	52	87	61	81	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: End of Course - English I

Edition/Publication Year: 2006-2011 Publisher: McGraw Hill / Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	69	52	100	99	100
Number of students tested	52	59	60	61	58
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>NOTES:</b>					
<p>In 2009-10, Tennessee developed more rigorous standards to correlate with Race to the Top and the Tennessee Diploma Project. With this change, the three levels of proficiency (advanced, proficient, and basic) changed to four levels (advanced, proficient, basic, and below basic). As a result of this change, the number of students scoring in the advanced range dropped across the state and at MHMS, as reflected in the analysis of the last five years' data. Despite this change, MHMS continues to meet and exceed state benchmarks in all areas and grades.</p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	91	100	100	100
% Advanced	69	62	97	96	96
Number of students tested	413	397	370	390	381
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12TN3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	97	100	100	100
% Advanced	54	54	99	97	98
Number of students tested	423	429	430	427	422
Percent of total students tested	100	99	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12TN3