

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Pam Vaden

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

Official School Name Ravenwood High School

(As it should appear in the official records)

School Mailing Address 1724 Wilson Pike

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

City Brentwood State TN Zip Code+4 (9 digits total) 37027-8105

County Williamson County State School Code Number* _____

Telephone 615-472-4800 Fax 615-472-4821

Web site/URL http://www.wcs.edu/rhs/ E-mail pamv@wcs.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Mike Looney E-mail: mike.looney@wcs.edu

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

District Name Williamson County Schools Tel. 615-472-4000

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson P.J. Mezera

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

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

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 41 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 13 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	259	258	517
10	271	271	542
11	260	228	488
12	252	232	484
Total Students	1042	989	2031

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 9 % Asian
 - 6 % Black or African American
 - 4 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	50
(3) Total of all transferred students [sum of rows (1) and (2)]	78
(4) Total number of students in the school as of October 1	2036
(5) Total transferred students in row (3) divided by total students in row (4)	0.038
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
6 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Russian, Romanian, Spanish, Persian
8. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 91

Information for Public Schools Only - Data Provided by the State

The state has reported that 11 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
180 Total number of students served

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>12</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>55</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>74</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>13</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>9</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	6
Classroom teachers	95
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	95%	96%
High school graduation rate	96%	96%	95%	93%	96%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	484
Enrolled in a 4-year college or university	95%
Enrolled in a community college	2%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	2%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We seek to cultivate the ability, intellect and character of each person within our collaborative, high-performing, results-driven learning community.

PART III – SUMMARY

At athletic contests Raptors chant, “We believe that we will win!” This attitude permeates all we do. From its beginning the Ravenwood community has been a community of winners, where success in all areas is an expectation not just a goal.

Ravenwood High School (RHS), located in Brentwood, Tennessee, an affluent, culturally diverse suburb of Nashville, opened in 2002-2003 with 500 students, and a small staff supported all sports and clubs. We piloted curriculum teams, built our Advanced Placement offerings, and grew to offer more than 30 sports and over 90 clubs today. Our curriculum teams meet on Power Mondays (now adopted throughout the district) to develop common course objectives, pacing guides, and common assessments. Ravenwood now offers 24 AP courses, and parents and students are invited each year to meet AP teachers and learn about the curricula to ensure well-informed scheduling decisions. Last year students took 1,475 AP exams and earned an 82.8% passing rate (22 points higher than the national average). And that small staff supporting those sports and clubs? Today, 108 teachers serve in leadership roles—as department chairs, instructional coaches, curriculum-team leaders, professional development leaders, technology coaches, athletic coaches, and club sponsors to our 2031 students.

RHS’s reputation as a successful school exists because we challenge students and adults to succeed. One of our district goals is to improve ACT scores, so students take the EXPLORE exam in middle school, and those with low scores receive support as freshmen. As sophomores, students take the PLAN exam, and with that data an individualized preparation program is developed using PARETO software, allowing every junior to complete an eight-week individualized plan in preparation for the ACT. After the exam, students with low ACT scores meet with counselors and ACT prep teachers to prepare for their senior attempt. Obviously, ACT strategies are embedded in the core curriculum.

Those strategies have paid off. Our goal for 2013-14 was a 25 ACT Composite on students’ highest scores; we exceeded that goal with a 25.6 as highest score and came very close with a 25.1 on the most recent score. Also, we began focusing on narrowing the score gap between the general population and students with disabilities by offering directed study periods and exceeded our goal for those students in Algebra I, Algebra II, and Chemistry. Not only did we look at improving test scores for seniors at-risk, we also initiated a Silent Buddy program wherein faculty and staff agreed to “look out” for one or two seniors to ensure these students graduated; our graduation rate moved from 95.6% to 96.4%.

All students progress toward graduation, and at RHS we work to ensure students receive needed support. In addition to directed study periods, all students receive organized academic support during non-academic time. For example, junior English teachers are divided among junior study periods, availing themselves to students seeking subject-specific assistance. Also, math teachers are assigned to the Math Learning Lab, and during study periods students visit the library for assistance. Our goal is growth for ALL students, and we currently have an initiative to support growth among the 5th quintile, the students who rank in the top 20% when compared nation-wide. This effort is essential as 50% of our population score in the 5th quintile.

Ravenwood systematically begins introducing the high school experience to rising freshmen each January. Administrators, teachers, and counselors—along with students from JROTC, cheerleading, forensics, and band—welcome future freshmen and provide an overview of “how things work.” One exciting, relatively new program is Raptor Revolution, a summer orientation designed to help our incoming freshmen class take their first steps into high school in a fun, safe, and productive environment, ensuring their first day of school is a day to look forward to. Once the freshmen arrive, our Freshman Mentor Program (FMP) provides each freshman with a support group of student mentors and a faculty advisor. FMPs guide and acclimate freshmen with Ravenwood policies, procedures, programs, and traditions.

We continue to support students during and beyond their first year at RHS with our AIR (All-In Raptors) Program, created in conjunction with Vanderbilt University researchers, to encourage positive social interactions among students and to demonstrate Ravenwood’s value of good character. The system invites all teachers to distribute AIR cards to students who exceed expectations in positive behavior, and AIR

awards can also be given from one staff member to another. In either situation, prizes are awarded to students and staff.

RHS has been a SCORE award contender for two of the past three years; we earned the Superintendent's Superior Award of Excellence in Academic Achievement AND Academic Growth; we are ranked 392 in Best High Schools in the nation and number 4 in Tennessee, according to US News and World Report; we currently have 13 National Merit Finalists and four National Merit Scholars; and we own athletic championships, musical and theatrical awards, speech and debate prizes—all because the students, teachers, administrators, staff, parents, and community members put that cheer into practice every day: “We believe that we will win!”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

To ensure educational parity across Williamson County Schools, teams of teachers and district-level curriculum specialists developed a Scope and Sequence for each of the core disciplines; each Scope and Sequence identifies specific standards to be covered each quarter, student-friendly “I can” statements, and a wide range of resources for teacher use. Curriculum teams rely on site-specific student needs determined through assessments to create shared formative and summative assessments and to develop pacing guides for each quarter.

Each core discipline administers a minimum of three common assessments per quarter, the WCS Benchmark and two curriculum team developed assessments. These assessments hold teachers accountable for student mastery of foundational skills and ensure the material is effectively taught, provide ample opportunities for student progress toward mastery, and inform future instruction or remediation.

With over 20 AP courses available for students, curriculum teams work backward from the expertise needed to succeed on AP exams and vertically align courses and material with the end in mind. The four core area teams filter this information down to the feeder schools, creating a seamless transition of skill acquisition.

In developing the ELA curriculum, standards are dissected and texts are selected which allow students to progress toward mastery of each skill. An example being analysis of symbolism and authorial choice, the eleventh grade team teaches *The Great Gatsby* for its abundance of these two standards. Concordant with the text being taught, each level requires at least four major papers per year, papers requiring planning, research, and multiple drafts. Sophomores, for example, read *The Kite Runner* and then research and develop a paper on major issues facing the world’s youth. Projects such as this cover multiple standards and offer continuous practice of foundational skills in reading comprehension and composition.

In math, the skills and standards follow a linear progression as classes are vertically aligned allowing students in lower level classes to learn skills and concepts needed for more complex problems in upper level courses. For example, Algebra 1 students learn to factor equations which is used later to factor and graph complex equations in Calculus. This alignment ensures standards are met and provides continual practice.

Science classes, like math, are vertically aligned, and the progression from one subject to the next is seamless; all students begin in biology, firmly entrenching foundational skills, and then advance into physical science, chemistry, or physics, based on their math and science proficiency.

Students in social studies classes, beginning with either World History and Geography or AP Human Geography, build foundational skills using resources such as interactive notebooks requiring note taking, summarization, discussion notes, and mapping. These notebooks provide students with a study resource and teachers with opportunities to discover which skills need improvement for success. The skills acquired freshmen year enhance student achievement in courses offered later, courses such as Contemporary Issues, Sociology, and Psychology.

For students struggling with mastery of state standards, remediation or assistance is provided in several ways, depending on the discipline. In all core subjects teachers offer tutoring during their planning or study periods. Math students visit the math learning lab or seek student-to-student tutoring through Mu Alpha Theta (the Math Honor Society); a biology study period is provided for struggling freshmen; weak readers progress through the READ 180 program.

For advanced students a number of AP courses are offered in each of the core disciplines, and these college-level courses push these students to new heights and prepare them for future academic endeavors. The proof is in the 82.8% AP exam pass rate.

The aim of Ravenwood is for students to gain preparedness for career or college, and students are expected

to achieve at the highest level and are offered ample opportunities and supports to do so. Data from the most recent ACT testing shows the school's ability to prepare students for college and career; our ACT College readiness score steadily rises each year, from 48% in 2013 to 50% in 2014 and is projected to reach 55% in 2015. The instruction, assessment, and collaborative community set Ravenwood students up for success.

2. Other Curriculum Areas:

Although not a blank slate, the average teenager at Ravenwood High School begins a lifelong journey developing the mental, emotional, and physical maturity that determines success the rest of his or her life. As students explore the range and limits of their minds, talents, and physical abilities, the various curricula Ravenwood offers begin this journey by focusing on the entire individual. Ravenwood invites students to experience the arts, grow in physical education, expand horizons in learning languages, and become career ready through technical courses and leadership training. Students must complete one year in Fine Arts to graduate. Twenty one courses are offered to 409 required students and 405 elective students this year. Physical Education requires 1½ years and three classes are offered to 709 students. Two years of a world language are required: 27 courses in 5 languages are offered to 941 required students and 318, choosing an upper level elective. Students may choose a career tech elective path from any of our 33 CTE courses (1084 students) or may participate in up to four years of our JROTC program (170 students). All classes meet every day and first level courses are offered to all students, except Criminal Justice which requires sophomore status to be eligible.

Fine Arts invites students to perform in theater, with instruments, or in song. The theater department offers a wide array of opportunities both in and out of school. Through Theater I-IV and Theater Production, students learn a natural progression of theatrical skills. A fall play, spring musical, and a black box theater event allow students to demonstrate their learning through community productions.

The music program consists of four band classes and one orchestra class. Many of these students attend District, All-Mid-State, All-State, and National Honor Band and Orchestra, while the Wind Ensemble is a nationally recognized performance ensemble, having performed at the prestigious Music For All National Concert Band Festival in Indianapolis; the Ravenwood Marching Band finished 3rd in the state of Tennessee; and choral students performed Handel's Messiah in New York City.

The Physical Education department improves freshman wellness by measuring five components of fitness. The class works on physical fitness daily to improve cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Available to all students, upper level Physical Education classes add weight lifting two to three days per week to help ensure physical fitness.

The World Languages Department, including Latin, Spanish, French, German, and Chinese, exposes students to the language and culture of today's most competitive global economies. Through authentic texts, audio and visual materials, and the challenge of national language examinations, World Languages consistently evaluates its pedagogy and adapts to the interests of today's global citizens. Working on a more proficiency-based curriculum at present, this exciting initiative focuses more on student production in the target language instead of simply explaining grammatical aspects. The real test of acquisition is whether or not they can use language to create meaning.

Ravenwood offers eight program paths in the Career and Technical Education Department with over 52% of our student body enrolled in CTE courses. Health Science (Nursing, EMS, and Forensic Science), Broadcasting, Digital Arts and Design, Computer Programming, Business Academy (Marketing, Management, Retail and Accounting), Fashion Design, Drafting, and Criminal Justice (with a Dual Credit opportunity) are taught by industry professionals, incorporating real world experience into hands-on, skill-based units that prepare students for their careers.

In one small snapshot of two of the CTE areas, students in Nursing Education attend clinicals at a nursing home and hospital three days a week from October to March and take the Tennessee State Nursing Assistant Exam in the spring. Students in Digital Arts and Design use technology (i.e., Digital Single Lens Reflex

cameras, Wacom tablets, Adobe programs) every day, building skills and knowledge to create art in new mediums.

JROTC is a four year student-led leadership program intended "To Help Young People to Become Better Citizens". Its curriculum consists of academics, physical conditioning, military drill, social interaction, survival exercises, and ethics training.

Ravenwood seeks to meet the unique intellectual and production interests of students, and when it's all said and done, the Ravenwood student can become a modern day Renaissance man or woman.

3. Instructional Methods and Interventions:

How do you learn? One hundred eight teachers at Ravenwood ponder that question, considering each student in his or her class every day. Then, through a variety of instructional methods and interventions, our students parade tremendous growth, verified through local, state, and national assessments. As teachers, we focus on bell to bell instruction, data-driven decision making, collaboration, and relating curricula to life.

When asked about the most outstanding classroom experiences, students valued relationships with their teachers, saying that they hold very high expectations and tell valuable anecdotes which are personal, political, historical, psychological, and sometimes even sarcastic. Their stories inspire student learning. Students appreciate multiple means of communication on single topics; hearing, seeing, and doing the work through research, debate, lab work, small group discussions, simulations, Socratic seminars, and experiences in the community. Examples of approaches that inspired great learning are as follows:

Poetry is taught beginning with a teacher reading, full of flair and emotion. Then comes the connected video and song to reinforce the poetic content. The class then deliberates the literary, social, and historical implications of the piece, and students in small groups dissect the language and debate its worth in current society.

Science is taught with coffee filters, cameras, and air. Do more filters fall faster than fewer filters? Students hypothesize, and with varying numbers of filters videotape and measure the speed at which matter falls and compare their research to other falling objects.

Real world production and scaffolding practices thrive at Ravenwood. Students prepare for our community Chinese New Year celebration. They first brainstorm their possible needs for communication, struggle to learn basic characters, become familiar with the flow of language through song, then flourish with the development of original Chinese phrases which allow real communication. They prove their growth through consistent assessment until they are rewarded with a Chinese New Year celebration. Our students communicate in Chinese with attendees and share both a traditional holiday song and a class-written original song.

Ravenwood supports individualized learning by adapting our methodologies to meet our unique student needs. We also offer interventions for support. Our school-wide three-tiered response to intervention program involves quality instructional practices and available teacher support for all students in all departments all day; the identification and support of at-risk students using a math study-lab and a specialized study period for biology and algebra; and directed study periods and in-class support teachers for academically high-risk students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Our State’s assessment system provides for End of Course tests each May in Algebra I, II, English I, II and III, as well as in Chemistry, Biology and US History. Our data shows consistent gains for both math and ELA over a 5-year period. In Math, data is provided to us from the State in subject areas. We extrapolated the data as best we could to complete the pre-populated tables. Over the 5-year period, greater gains have been experienced in Algebra I and II; however, there has been more room to grow in those subjects.

Two middle schools feed into Ravenwood. At both schools, the highest achieving students take Algebra I for high school credit in the 8th grade. Thus, our achievement is remarkable for our students enrolled in Algebra I as they comprise the middle and lower quintiles of their grade level. Knowing that Algebra I is the gateway course to continued success in math in high school, the most effective teachers were chosen to teach it. Each late-start Monday morning, the Algebra I team meets with the two special education teachers assigned to the 9th grade team. This coupling of teachers ensures success for all students. For all EOC courses, teacher teams are intentionally selected, with the corresponding special education teachers “attaching” themselves to their respective teams.

In addition to the achievement reports each year, our State provides us with EOC growth projections. This past year Ravenwood earned the recognition of Reward School because we not only improved in achievement but also showed growth in math and ELA. Specifically, we narrowed the gap for special education students, exceeding the specified targets for both Algebra I and II. Our Algebra II team was able to earn both highest achievement and highest growth in the State last year.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

In individual classrooms, data comes in every shape and size and determines instructional steps for teachers: like the lab determining genetic disorders; the game ¡Salta! in Spanish which requires hopping to respond to story prompts; a box and whisker plot showing mean, median and mode; and the demonstration of dramatic structure with costumes and props. Ravenwood’s bell to bell instruction and continual checking for understanding ensure a plethora of site-based data. District, state, and national data stem from STAR testing, District Benchmark exams, TCAP Writing, EXPLORE, PLAN, ACT, PSAT, the National World Language Exams, ACCESS for ELLS, and Advanced Placement.

Within Ravenwood, data derived from common assessments, whether formative or summative, and the analysis of that data in a team setting are our strengths. Following each assessment, the curriculum teams meet on Power Mondays and systematically review the data, measure student success, and determine a proximal differentiated lesson plan. Teachers are then able to delve deeper into an assessed topic with high achievers while remediating missed concepts with others. When assessment patterns show the need, at-risk students are assigned to focused study periods until they show mastery of the content. Within the school district, the Benchmark is used to gauge the team’s synchronicity with the Scope and Sequence and to measure educational equity across the county’s high schools. State and national data determines scholarship money; last year’s state and national data earned students more than \$12,000,000 for college.

The Principal shares results of all these assessments, and how meaningful these results are to the school community, in her State of Ravenwood address to parents at Open House in the fall and to rising freshman parents in the spring. Weekly “Power News You Can Use” communicates assessment results to teachers, and WCS’s on-line InFocus newspaper supplements communication to students and parents.

Part VI School Support

1. School Climate/Culture

At athletic contests RHS students can be heard chanting, “We believe that we will win!”—that attitude permeates all we do. We strive to create a culture which encourages student growth—academically, socially, and emotionally.

Students are pushed to reach their academic potential via academically supported study periods, tutoring labs, and fantastic counseling. Teachers post their schedules so students can find assistance with any subject at any time, even during teachers’ planning periods. Counselors build four-year relationships with students, and while students determine an academic path as freshmen, counselors and teachers encourage them to try more rigorous academic classes.

School is a social entity, too. To “belong” we offer 91 clubs, 37 teams, four yearly theatrical productions, and a myriad of musical activities. (We are in Music City, after all; Fiddle Fridays celebrate our musical talents as students and teachers perform together!) Various extra-curricular pursuits foster leadership opportunities for students—Student Council, Model UN, and Youth Legislature. Teachers, too, are encouraged to lead as department chairs, instructional coaches, curriculum-team leaders, professional development leaders, technology coaches, athletic coaches, and club sponsors. When teachers and students are involved, they “belong.”

In this environment diversity and tolerance are paramount. RHS celebrates Multicultural Week during which students share food, dance, and demonstrations. To ensure smooth social and emotional transitions, RHS provides rising freshmen with an outstanding Freshman Mentoring Program, Rising Freshman Night, and Raptor Revolution, which is offered in August and indoctrinates newcomers to RHS on how to be a Raptor. During the year, new student orientation and a strong teacher mentoring program are also in place. The AIR Program (created in conjunction with Vanderbilt University researchers) recognizes and encourages excellence in academics, social relationships, classroom deportment, and overall citizenship.

Because RHS is a high-performing school—academically and socially—efforts are made to provide students with positive emotional well-being examples, too. Support for students experiencing emotional difficulties occurs in small group sessions, and individual counseling is also available. Lifetime Wellness classes host speakers imparting information and support regarding decision making for emotional and mental health.

Just as we assess our academic progress, we also seek input from staff, students, and community members regarding RHS’s school climate. We monitor and adjust our practices so that our belief—“We believe that we will win!”—becomes reality.

2. Engaging Families and Community

To develop a community of learners which cultivates the intellect, ability, and character of each person within it, we employ several strategies working with family and community members toward student success and school improvement.

To cultivate intellect, we offer high school level classes to middle school students and welcome rising freshmen with a week-long orientation called Raptor Revolution. Our Freshman Mentor Program provides an opportunity for juniors and seniors to lead the freshman class and acclimatize them to the school’s academic culture. For current students we host an Advanced Placement night for students and parents alike, communicating the courses’ rigors and expectations, leading to college-ready students and a higher AP Examination pass rate. In a partnership with Columbia State Community College, dual-enrollment classes are offered, exposing students to college rigor.

Educational intervention assistance is provided through Learning Labs, and teachers avail themselves for tutoring during their study and planning periods. Additionally, RHS is served by a full time psychoeducational and emotional support specialist to reduce social, emotional, and other barriers to student success, and our STARS program integrates parents, students, and teachers for character education purposes as well as guaranteeing student academic success.

Students are exposed to potential career paths based on aptitude and interest via three programs. Our Service Learning Program is a significant aspect of the school's engagement with the greater Brentwood community; senior students give back to the community by working with young people, animals, and the elderly in local schools, animal shelters, nursing homes, and food pantries. The school's Nursing Program provides local internships and CNA licensure, and Williamson County EMS works with these students each week. Our Gifted Education program provides internships with Vanderbilt University, Bank of New York Mellon, Metova, Dr. Ming Wang's Laser Institution, Kumon Learning Center, Southside Animal Hospital, and Ramsey Solutions.

A large-scale volunteer opportunity exposes students to sundry career paths and builds character. Each year we hold a Great Day of Service; approximately five-hundred seniors venture into our community and spend time serving several non-profit agencies (i.e., Goodwill, YMCA, Nashville Rescue, Second Harvest Food Bank). This project requires students, teachers, parents, and members outside the immediate Ravenwood community to ensure its success and encourage students to contribute to the community at large.

Additionally, the PTO communicates with and assists the major entities of the school to create an all-in culture. PTO members work as partners with teacher leaders to provide exceptional events such as Prom Midnight to Morn—a safe and controlled after prom extravaganza, Awards Night, graduation, Open House, Rising Freshman Night, Raptor Revolution, and Red Letter Days.

3. Professional Development

Ravenwood's Power Monday, late-start weekly, collaborative team meetings are the best professional learning money can buy, according to one teacher. Through our professional learning organization, we all share the leadership of sustaining our culture, ensuring the effectiveness of all teachers and the equity of all students.

More than 50 teachers share in academic leadership roles: Department Chairs assist the administration in the evaluation of teachers; Instructional Coaches mentor their colleagues through regular classroom visits; same-subject or Curriculum Team Leaders guide teams to more effective teaching; and BYOT Team members instruct colleagues on interactive and engaging technology lessons.

Schools within the District are offered four days of site-based professional development, three of which are scheduled the days before school begins in August. Professional learning begins on the first day when same-subject teams meet to formulate SMART goals. Each SMART goal is approved by the administration so that it aligns with District or school goals. The goal must be measurable and relevant to each team. For example, the Physics team looked at the science data on the ACT. It determined that to meet the school's goal of 60% college-ready, it would embed ACT type charts and graphs on each assessment.

We scheduled our 4th professional development day in the spring to address school challenges and to give teachers choices. We collaborated with a local university on how to effectively teach for proficiency in our world language program. Joining forces with a representative from the State Department, we addressed the "questioning" domain, the lowest scoring area for our teachers on the evaluation rubric. RHS administration planned a seminar on ensuring a safe environment for our overcrowded school, and the BYOT team offered six different sessions on the most relevant ways to embed technology.

Additional District-wide professional learning classes are offered throughout the school year and during the summer months as teachers are required to amass 18 hours of professional development each year. The principal reviews each teacher's PD transcript to determine compliance, and she has noticed that RHS teachers exceed the expectations both as participants and as leaders of professional development training.

4. School Leadership

Every Monday morning, the cafeteria and the library buzz with student voices as they compare weekend notes and discuss the week ahead. Similarly, Ravenwood's hallways hum with energy as teachers and administrators participate in a Power Monday, discussing successes and setbacks while collaborating on the weeks ahead. The halls of Ravenwood High School are not separate lines going their individual ways; they are layered, interlocking rings, part of a symbiotic grouping whose strength is in the sum of its parts.

Believing strongly in a "loose/tight" philosophy, the Principal creates liaisons to each department in shared, collaborative leadership. Each Assistant Principal follows a cohort and heads at least two departments of the school, acting as the Principal for these areas. One assistant principal focuses specifically on collaboration among teachers by organizing curriculum teams and schedules, allowing teams to work together and ensuring teachers are available when their students need support. She acts as one of the many hearts keeping Ravenwood balanced and running smoothly.

Department chairs and instructional coaches act as hands and feet, assisting in the observation of department members and the mentoring of other teachers. Curriculum team leaders facilitate the formation of SMART goals and collect data on the progress toward these goals. These teacher-leaders drive Power Monday meetings by setting the agenda of weekly meetings, requiring team members to conduct at least three common assessments a quarter, analyzing the data to inform instruction, and implementing the Scope and Sequence in their discipline to ensure instructional equity. Power Monday curriculum team meetings, monthly faculty and departmental meetings, open communication with all levels of administration, and sharing of best practices across disciplines create a knowledge base, acting as the brain of this professional learning community.

Through their student-led Freshmen Mentor Program, student leaders develop weekly lesson plans taught to the freshmen during homeroom, act as ambassadors at major school events, and travel to the feeder schools to mentor 8th graders before registration at the high school. This layer of the team dynamic ensures the continued growth and functioning of this living, breathing, multi-faceted entity.

Although the Principal holds tightly to the structure of shared leadership and collaboration, she allows room for each leader to act autonomously. Each administrative and teacher leader becomes responsible for student achievement so that the success of the individual leads to the success and strength of the whole.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee End of Course Assessments</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	97	93	93		
Advanced	80	65	52		
Number of students tested	209	203	216		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	94	93		
Advanced	82	65	51		
Number of students tested	169	175	199		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Algebra II and English III were added to the assessment schedule three years ago, which explains the lack of data for years 2009 – 2010 and 2010 – 2011. Our sub-populations do not represent at least 10% of our schools' enrollment. The percentage of students testing with accommodations is not greater than 2% in any year on any EOC.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee End of Course Assessments</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	85	75	75		
Advanced	37	19	28		
Number of students tested	210	161	148		
Percent of total students tested	100	99	99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	84	77	79		
Advanced	33	17	29		
Number of students tested	172	138	127		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Algebra II and English III were added to the assessment schedule three years ago, which explains the lack of data for years 2009 – 2010 and 2010 – 2011. Our sub-populations do not represent at least 10% of our schools' enrollment. The percentage of students testing with accommodations is not greater than 2% in any year on any EOC.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee End of Course Assessment</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	97	93	91	82	77
Advanced	78	69	69	49	36
Number of students tested	361	281	283	174	192
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	94	91	83	78
Advanced	81	71	69	49	36
Number of students tested	296	233	243	141	155
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Tennessee End of Course Assessments</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	93	92	93	88
Advanced	35	33	37	29	34
Number of students tested	489	481	431	504	483
Percent of total students tested	99	100	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	94	93	94	90
Advanced	35	33	38	23	36
Number of students tested	396	397	393	408	391
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Tennessee End of Course Assessments</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	81	77	76		
Advanced	41	36	23		
Number of students tested	362	283	325		
Percent of total students tested	100	100	99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	81	79	78		
Advanced	42	38	25		
Number of students tested	304	243	282		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Algebra II and English III were added to the assessment schedule three years ago, which explains the lack of data for years 2009 – 2010 and 2010 – 2011. Our sub-populations do not represent at least 10% of our schools' enrollment. The percentage of students testing with accommodations is not greater than 2% in any year on any EOC.

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Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	97	94	95	94	93
Advanced	34	40	43	34	29
Number of students tested	548	480	475	466	504
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	98	95	95	96	93
Advanced	36	42	44	35	28
Number of students tested	451	398	411	377	413
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: