

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Dr. Isaac P Espy Jr.

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

Official School Name Demopolis High School

(As it should appear in the official records)

School Mailing Address 701 Highway 80 West

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

Demopolis

Alabama

36732-4113

City

State

Zip Code+4(9 digits total)

County Marengo

State School Code Number* 0050-10

Telephone (334) 289-0294

Fax (334) 289-8777

Web site/URL www.demopolisschools.com

E-mail iespy@demopoliscityschools.org

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

Date _____

Principal's Signature

Name of Superintendent Dr. L. Wayne Vickers

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

District Name Demopolis City School

Tel. (334) 289-1670

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Gary Holemon

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

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

Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 2 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 4 TOTAL
2. District Per Pupil Expenditure: _____ 6198
 Average State Per Pupil Expenditure: _____ 8403

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	104	92	196
2			0	10	87	108	195
3			0	11	74	102	176
4			0	12	76	77	153
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							720

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
51 % Black or African American
1 % Hispanic or Latino
48 % White
100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 6 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	8
(2)	Number of students who transferred from the school after October 1 until the end of the year	36
(3)	Total of all transferred students [sum of rows (1) and (2)]	44
(4)	Total number of students in the school as of October 1	728
(5)	Total transferred students in row (3) divided by total students in row (4)	0.06
(6)	Amount in row (5) multiplied by 100	6

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

Number of languages represented 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals 45 %
 Total number students who qualify: 321

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{53}$ % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>37</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>2</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>11</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>43</u>	<u>5</u>
Special resource teachers/specialist	<u>2</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>12</u>	<u>1</u>
Total number	<u>62</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of 16 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	97 %	96 %	96 %
Daily teacher attendance	97 %	98 %	97 %	%	%
Teacher turnover rate	20 %	13 %	17 %	0 %	7 %
Student drop out rate (middle/high	9 %	4 %	4 %	15 %	9 %
Student drop-off rate (high school	30 %	33 %	32 %	33 %	0 %

Please provide all explanations below

Dropout rate - denotes projected dropout rate as reported by the Alabama Start Department of Education.

Teacher Attendance - Blank denotes data not available from local school or Alabama

State Department of Education sources.

The discrepancy between the dropout rate and the drop-off rate is due largely to competition for transfer students from local private schools, home schooling, and economic fluctuations that typically generate instability in the student population.

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

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

Graduating class size	123
Enrolled in a 4-year college or university	54 %
Enrolled in a community college	36 %
Enrolled in vocational training	0 %
Found employment	4 %
Military service	1 %
Other (travel, staying home, etc.)	2 %
Unknown	3 %
Total	100 %

PART III - SUMMARY

Demopolis High School, located in the rural town of Demopolis, serves students in grades 9-12. Originally a French vine and olive colony established in the early 1800s at the convergence of the Black Warrior and Tombigbee Rivers, Demopolis is situated on the western end of a geographic area of Alabama that is commonly referred to as the 'Black Belt'. This designation may be attributed to the recognition by early settlers of the dark, rich, and fertile soil that produced a wide variety of crops.

Demopolis High School is the single high school in a city school system that has three schools serving grades P through 2nd, 3rd through 5th, and 6th through 8th on separate campuses. A remarkable characteristic of the high school is that its population is strikingly diverse, both racially and socio-economically. Approximately half of the school's student population of 720 is comprised of white students, and about half of the population is comprised of black students. The Demopolis area has a robust economy, with a number of strong industries providing both professional and labor oriented jobs. It stands in lone contrast to the surrounding communities in a five county region, which are notably poor, with segregated schools and suppressed economies. Demopolis High School's student population reflects the wealth of the area as well as its poverty, with almost half of its students receiving free or reduced lunches.

The success of the school is based on meeting a wide range of student needs, from passing the state graduation examination to posting high college entrance examination scores. The school's mission is to provide a learning environment that supports academic and extracurricular excellence in a safe environment, supported by the latest instructional resources. Extracurricular activities are typically the main social avenues for many high school students in the community. Athletic programs have historically been competitive, with state championships posted in football, baseball, and softball within the past five years. Demopolis High School also fields a number of minor sports that are not offered in other schools within an hour's drive of the town. These include tennis and soccer.

Non-athletic programs have been developed and maintained at Demopolis High School in the past three years to stimulate individual student intellectual growth, as well as a climate of academic focus and cultural awareness. These programs include advanced Arts and Theater initiatives, Science and Math teams, Creative Writing competitive teams, off-campus field experiences in hospital health care, teaching and veterinary professions, and a dual enrollment partnership with a local community college. Opportunities for students in these and other academic areas have been the result of the energy and innovativeness of school administrators, teachers, supported by a town that has come to value and expect excellence in its public schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

State accountability criteria in Alabama for high schools is based in part on standards of performance by 11th grade students on the Reading and Mathematics portions of the state graduation examination (Alabama High School Graduation Examination, or 'AHSGE'). Although its calculation is complex, it is important to understand that the reporting metric for Alabama schools is the Proficiency Index, an indication of where a subgroup is in relation to meeting its goals across grades. A Proficiency Index of 0 or greater (i.e., a positive score) indicates that a subgroup has met its goals. For the scope and intent of this application, subgroups at Demopolis High School whose scores are considered include the following state-defined categories: White, Black, and Poverty (students receiving free or reduced meals).

A review of scores on this key accountability assessment reveal that dramatic gains of close to 30% were made by students in the Black and Poverty subgroups in both the Reading and Mathematics portions of the AHSGE from the 2004-2005 administration to the 2005-2006 administration. In the Black subgroup, passing rates in Reading improved from 67% in 2004-2005 to 89% in 2005-2006. In the Poverty category, passing rates rose from 67% in Reading in 2004-2005 to 87% in 2005-2006. Likewise, for Black students, passing rates in Mathematics improved from a dismal 64% in 2004-2005 to 92% in 2005-2006. In the Poverty category, passing rates rose from 62% in Mathematics in 2004-2005 to 91% in 2005-2006. (Note: Enrollment among Black students rose during the 2005-2006 school year, and disaggregated data are not reported in the tables due to the fact that the Black subgroup constituted a slight majority of the school's population for that particular year.)

These gains made during the 2005-2006 school year were significant, and the result of a focused effort of students, teachers, a new administration, and the support of the Demopolis community. They were also the source of great pride and celebration among those that worked to correct gaps in performance among subgroups. Sustaining these remarkable corrections would be the next order of business for Demopolis High School. Results from the 2006-2007 administration of the Reading portion of the examination indicate that Proficiency Indices in accountability testing areas for each subgroups were positive, supporting Demopolis High School's bid to meet all of its AYP goals.

Students in each school subgroup, including Black and Poverty, eventually met or exceeded content standards on subsequent administrations of the test prior to the 2007 graduation. It is very important to note that 100% of students in all subgroups, including Black and Poverty, passed the Reading and Mathematics portions of the Alabama High School Graduation Examination by the end of their 12th grade year. (While relevant in many ways, this delightful fact did not support the school's successful effort to maintain that cohort's positive Proficiency Index in each assessment area.)

Passing rates for Black and Poverty subgroups on the AHSGE from the past five years show a dismal decline from the 2002-2003 and 2003-2004 school years to the 2004-2005 school year. Passing rates for students in the Black and Poverty subgroups during the 2002-2003 and 2003-2004 school years were adequate to meet AYP standards, but distinct gaps remained. These gaps were closed in the 2005-2006 school year, and innovative and concentrated efforts to serve various populations at Demopolis High School remain at the forefront of instruction, professional development, and celebration of success. Information relative to Demopolis High School's graduation examination passing rates, as well as other accountability indicators, may be accessed at the Alabama State Department of Education website (<http://www.alsde.edu.html>) through the Reports link.

2. **Using Assessment Results:**

Data relevant to a number of student assessments are analyzed to determine strengths and weaknesses in student achievement, and to develop instructional strategies to meet academic goals. Teacher-leaders in each of the four academic departments meet periodically to review student achievement on the ACT, the AHSGE, PSAT, Alabama Direct Assessment of Writing, and grade reports from individual classes that are posted each nine weeks of the school year.

The ACT assessment is a key component in understanding student academic performance in relation to potential for success in college, and for competing for college scholarships and initial admission qualification. ACT score summaries are reviewed and analyzed by teachers in each academic department to develop strategies for continued improvement. The PSAT is used to gauge the effectiveness of instruction, improve instructional techniques, and to support student efforts to qualify for Merit

Scholarships and Commendations. Both ACT and PSAT scores have risen significantly over the past three years due in great part to effective use of assessment data. The Alabama Direct Assessment of Writing is a 10th grade assessment that provides a reflection of student strengths in creative writing, proper use of grammar, and overall written communication skills. Language Arts teachers strengthen student skills in each of these area based on results of this assessment.

The AHSGE provides an analysis of skills at the 11th grade level, skills that must be mastered at a given level in order for students to earn a diploma in the state of Alabama. The development of a report containing a comprehensive analysis of AHSGE results is contracted by the school to a consultant who reviews all data with teachers in each core academic area. Teachers then focus on key skills in the classroom to promote and support student success in passing each of the five parts of the AHSGE. Finally, student grades posted each nine weeks on report cards are also a powerful tool for gauging student learning and the effectiveness of instructional strategies. Grade distributions, by teacher, are reviewed by teachers, administrators, and teacher leaders in each academic department to address proportions of student grades that are of concern.

3. Communicating Assessment Results:

Effective and frequent communication of student academic performance, including results of key student assessments, is important in strengthening parental and community support of school programs and individual student achievement. Teachers and administrators communicate frequently with parents by telephone, email, and personal contact. Report cards are distributed to each student at the end of 9 week grading periods. Report cards are also mailed to the homes of students who earn at least one poor grade in any class during a nine week grading period. This mailing also contains a form letter from the school principal providing information to parents for assisting their child in correcting poor performance in class. Parents also have online access to student attendance, grades and overall progress.

Newspaper articles are submitted periodically to inform the community of the academic success that the school has achieved. Students who earn A's in all classes are recognized in 'honor roll' lists published in the newspaper, as are students who earn all A's and B's. The Board of Education is presented with a summary of assessment data at each of its monthly meeting. An analysis of assessment results is explained to the Superintendent of Education, members of the Board of Education, and others in attendance. The State of Alabama issues report cards to each public school. These documents are issued to each student, made available to the general public, and contain information relevant to each school's overall academic status. Finally, a number of public ceremonies are held each year that provide opportunities for sharing student academic performance and successes in the classroom.

4. Sharing Success:

Demopolis High School has enjoyed a high level of academic success over the past three years, as achievement gaps in the Alabama High School Graduation Examination (AHSGE) have been closed by almost 30% in a number of areas. This success has not gone unnoticed by other schools in the Alabama Black Belt region, including schools that have struggled to reach minimal levels of student success. A strategy that was implemented by Demopolis High School was the development and use of a 'pre-graduation examination' given to ninth grade students. This examination provided a data base for teachers in core academic areas to use in supporting individual student efforts, as well as in correcting general instructional deficiencies. The examination has been shared with other schools as a result of collaborative efforts between teachers, counselors, and administrators.

Collaborative partnerships, such as teacher participation on school accreditation committees and the sharing of assessment tools, continue to grow in a five county area of West Alabama. Demopolis High School has developed a list of 20 innovative programs and initiatives over the past three years that have supported its overall academic success. This list of programs has been showcased in a variety of local meetings and State Department of Education workshops that are attended by school administrators and counselors. Each program or initiative has contributed to individual student achievement at some level, and has been a part of the development of a school climate that embraces academic success. Demopolis High School will continue to share its resources and successes with other schools as relationships and collaborative partnerships grow.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Demopolis High School's curriculum is developed, reviewed, and revised continuously by its teacher leaders and faculty. The curriculum is based on Alabama State Courses of Study, which provide content standards for learning. Curriculum guides are developed with consideration for rigor, pacing, assessments that are a basis for accountability standards in Alabama, instructional resources that are available (textbooks, lab equipment, technology, etc.), innovations within our school instructional programs, and designs for college preparatory instructional. For most courses, curriculum guides for courses are developed on standard, advanced, and honors levels. Advanced Placement courses are offered, and are considered as Honors level courses. Honors level courses are taught with a great degree of rigor, while standard and advanced level courses provide challenges commensurate with student ability. Students are recommended by their teachers for a designated curriculum level, but they ultimately reserve the right to enroll in the level of their choice. Courses such as Calculus are developed only at the Honors level.

Curriculum guides for English courses from grades 9 through 12 are developed on standard, advanced, and honors, and Advanced Placement (grades 11 and 12) levels. Creative Writing and Journalism courses are offered as English Department electives. Mathematics courses include Algebra A and Algebra B (one year courses that, together, comprise Algebra I), Algebra I, Geometry A and Geometry B (one year courses that, together, comprise Geometry), Algebra II, Pre-Calculus, Algebra III with Statistics, Algebraic Connections, and Calculus. Each student must pass Geometry or its equivalent, as a minimum, to earn a regular high school diploma. Science courses include Biology, Physical Science, Physics, Chemistry, Zoology, Botany, Anatomy and Physiology, and Marine Science. Each student is required to pass Biology, as a minimum, to earn a regular high school diploma. Four Social Studies courses are required by the State of Alabama, including World History (9th grade), United States History (10th and 11th grades), and Government and Economics (12th grade). African American History, as well as Sociology, are offered as Social Studies electives.

Students must earn a minimum of one half of a Fine Arts unit to graduate from high school in Alabama. Art is offered at basic and advanced levels, and the Art curriculum is based on the Alabama State Course of Study for Fine Arts. Other Fine Arts electives include Music Appreciation, Choral Music, Theater, Advanced Theater, and Marching Band. Each Fine Arts offering is a one semester course. Two foreign language units are required for students to earn an advanced diploma, and French I and French II, as well as Spanish I and Spanish II are whole-year subjects offered at Demopolis High School. All students are provided instruction that is based on a well developed curriculum for subject areas. Teachers incorporate cross-curriculum instructional strategies including writing and an emphasis on the arts. Professional development with a focus on incorporating the arts into all curricular areas began in earnest in the second semester of the 2006-2007 school year. This initiative was part of an effort to cultivate a school climate that embraces creativity, and to invigorate instruction. An effective curriculum that is constantly reviewed and revised is without question the strength of Demopolis High School's instructional program, and a model for progressive and innovative secondary schools.

2b. (Secondary Schools) English:

Demopolis High School's English curriculum was developed for English courses from grades 9 through 12 on standard, advanced, and honors, and Advanced Placement (grades 11 and 12) levels. College-bound, honors, and AP level courses demand much more than the minimum from advanced students. Teachers of these courses require college-level novel and essay assignments. Students who mastered AHSGE reading and language skills begin to move past basic knowledge of these skills into authentic application through reading and analyzing many fiction and non-fiction works.

Demopolis High School employs a Corrective Reading Program. This is a complete core program that uses a Direct Instruction method to help students master the essential decoding and comprehension skills they need not only to read well, but to learn well. This is a carefully developed and tested program designed structured so that students learn how to learn as they master increasingly complex skills and strategies. A scripted presentation approach is used at a brisk pace, carefully chosen exercises and examples, and other special presentation techniques to engage even reluctant learners. Complete learning materials include

student books, workbooks, and teacher presentation books and guides that provide everything from placement tests to a management system that rewards hard work.

In addition to the Corrective Reading program, basic skills classes are offered that include pointed instruction for all reading skills tested on the Alabama High School Graduation Exam. These classes typically have low teacher-to-student ratios, providing authentic opportunities for much one-on-one instruction. Gaps in reading skills mastery that have occurred in many students' experiences can be corrected through this direct reading instruction approach. We have experimented with gender-based classes and small group instruction in this level. After taking advantage of the Corrective Reading program as well as the basic skills classes, a large percentage of our students can read on grade level and can then progress into courses designed to prepare them for college level work.

3. Additional Curriculum Area:

The mathematics curriculum at Demopolis High School consists of three levels to accommodate students of various abilities. It also serves to advance the school's mission of promoting excellence in academic activities, and developing productive citizens. The standard level courses include Algebra I A, Algebra I B, Geometry A, Geometry B, Geometry, and Algebra II. The A and B courses allow the student to absorb the material at a slower pace with extra practice as these courses divide the traditional one-year course into two years. The advanced level courses include Algebra I A, Algebra I B, Algebra I, Geometry, Algebraic Connections, Algebra II with Trigonometry, Algebra III with Statistics, and Precalculus. These courses are typically for the student demonstrating high achievement, and who plans to attend college. The honors level courses include Algebra I, Geometry, Algebra II w/Trig, Algebra III w/Statistics, Precalculus, and Calculus. These courses are designed for the highest achieving students who are also college bound.

All of the mathematics courses at Demopolis High School are taught with the goal of promoting excellence in the student, regardless of his or her ability. Each course is taught by highly-qualified personnel. Each instructor has high expectations and standards for each student. All of the instructors work to implement various manipulatives into the curriculum to make learning more meaningful. Graphing calculators, as well as other technology, are used for many topics when appropriate.

The Mathematics Department offers tutoring to math students after school. This tutoring is open to all students in grades 9-12 and is encouraged by the teacher when felt that it is needed. Tutoring for the Alabama High School Graduation Exam is also offered after school. The Mathematics Department also offers membership to qualifying students in Mu Alpha Theta, a mathematics honor society. In addition, Demopolis High School sponsors a mathematics team that competes in mathematics competitions throughout the year. This team is open to any student who is willing to meet after school and prepare for the competitions.

4. Instructional Methods:

At Demopolis High School, improvement in student learning involves identification of gaps through a review of student assessment data, developing individual or group instructional plans to address closing of learning gaps, and implementation of these plans. Students who have difficulty in academic coursework are offered daily tutorial sessions before and after school. Students who have been identified as having learning disabilities are provided with teachers who assist them in the regular classroom. Reading intervention is considered to be the most critical instructional element of our academic program. Assessments and relevant data for all students in grades 9-12 are reviewed at least once during the school year to determine if any student needs intensive intervention in reading.

All students are assigned faculty advisors who monitor their progress, assist them with specific challenges they incur, and insure that individual students that demonstrate academic needs are served in a relevant and effective manner. Students in grade 9 who demonstrate significantly poor academic performance after the first grading period of the school year are assigned to a teacher who is contracted to provide a variety of intervention services and specialized instruction. Intervention services include intensive counseling, parental contact, referrals to appropriate agencies, motivational sessions, and frequent follow reviews to determine student progress.

A number of general instructional initiatives include integration of arts-based instruction into the regular core curriculum. This process encourages student creativity, and cultivates recognition and acceptance of the differences in how each student learns and grows intellectually. In addition, academic competitions have been developed to encourage deep student interest in academic areas. Demopolis High School has developed competitive programs in mathematics, English composition, and science. Finally, Dual Enrollment and clinical experiences in veterinarian and human health services are utilized to expand and

enrich learning opportunities.

5. Professional Development:

The professional development emphasis at Demopolis High School focuses improving the school's culture, closing gaps in learning, and improving instructional delivery. The School Improvement Team acting as a liaison between the faculty and school administration, develops school-wide professional development goals and objectives based upon assessment data, and an instructional needs survey. With the assistance of school administrators, all faculty members develop a separate plan for professional growth based upon highly individualized needs, as well as the results of evaluations that include classroom observations. General principles governing the school's professional development program include sustained efforts over time, implementation of scientifically based research methods, and innovative approaches to bring instruction and student academic achievement to new levels.

Recently, school-wide professional development goals have included integration of arts into the general education curriculum, collaboration among teachers in sharing instructional strategies, and refining the role of advisor to students. Other professional development initiatives have focused upon improving instruction that targets ACT, PSAT, Advanced Placement, and AHSGE assessments. ACT, PSAT, and AHSGE scores have improved dramatically due to Demopolis High School's professional development focus on student achievement in these areas. Formal graduate school coursework is highly encouraged among the Demopolis High School faculty, and a majority of the teachers have earned post-graduate degrees. Two teachers have earned National Board Certification as part of their professional development efforts. Lesser formal professional development structures and activities have included sharing of best practices among academic departments and in faculty meeting, and presentation supporting the refining of skills related to the use of technological advancements.

These initiatives have positively impacted student abilities in use of technology, and led to improvement in instructional delivery. Overall student achievement, including an 8% increase in passing rates for individual course work, has improved demonstrably over the past three years.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 11 Test Alabama High School Graduation Examination

Edition/Publication Year 1999 Publisher Alabama State Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	94	76	88	86
% "Exceeding" State Standards	25	18	17	22	
Number of students tested	179	143	130	125	128
Percent of total students tested	99	99	100	97	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard	94		63	85	85
% "Exceeding" State Standards	14		6	15	
Number of students tested	82		62	51	55
2. White					
% "Meeting" plus % "Exceeding" State Standard		96			
% "Exceeding" State Standards		29			
Number of students tested		67			
3. Poverty					
% "Meeting" plus % "Exceeding" State Standard	95	91	62	86	83
% "Exceeding" State Standards	17	8	7	16	
Number of students tested					47
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	88	91	80	91	94
% "Exceeding" State Standards	16	18	17	21	
Number of students tested					128
Percent of total students tested	99	99	100	97	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard	80		67	80	91
% "Exceeding" State Standards	4		8	9	
Number of students tested	82		62	51	55
2. White					
% "Meeting" plus % "Exceeding" State Standard		91			
% "Exceeding" State Standards		30			
Number of students tested		67			
3. Poverty					
% "Meeting" plus % "Exceeding" State Standard	75	87	67	81	94
% "Exceeding" State Standards	6	7	7	9	
Number of students tested					47
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	99	99	97	100
% "Exceeding" State Standards	21	19	25	9	
Number of students tested	125	148	127	123	119
Percent of total students tested	97	94	92		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard		100	100	96	100
% "Exceeding" State Standards		10	15	4	
Number of students tested					55
2. White					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	33				
Number of students tested					
3. Poverty					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	98	100
% "Exceeding" State Standards	13	9	17	7	
Number of students tested					45
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	99	95	98	97	100
% "Exceeding" State Standards	21	19	22	24	
Number of students tested					119
Percent of total students tested	97	94	92		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard		90	96	96	100
% "Exceeding" State Standards		10	11	17	
Number of students tested					55
2. White					
% "Meeting" plus % "Exceeding" State Standard	98				
% "Exceeding" State Standards	34				
Number of students tested					
3. Poverty					
% "Meeting" plus % "Exceeding" State Standard	100	91	96	95	100
% "Exceeding" State Standards	9	9	13	16	
Number of students tested					45
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	90	91	86	88
% "Exceeding" State Standards	71	66	69	72	67
Number of students tested	261	319	318	232	124
Percent of total students tested	100	99	99	98	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard	87	89	83	65	61
% "Exceeding" State Standards	31	56	12	35	28
Number of students tested	23	18	41	20	18
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	75	50	67
% "Exceeding" State Standards	55	0	50	25	0
Number of students tested	11	3	4	4	3
3. White					
% "Meeting" plus % "Exceeding" State Standard	96	89	92	89	92
% "Exceeding" State Standards	74	66	74	77	73
Number of students tested	222	295	269	207	117
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93	82	81	58	74
% "Exceeding" State Standards	56	39	42	29	54
Number of students tested	67	88	55	31	35

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	91	85	93	87
% "Exceeding" State Standards	86	60	60	67	63
Number of students tested	229	265	247	204	213
Percent of total students tested	4				
Number of students alternatively assessed	2				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard	100	78	89	77	74
% "Exceeding" State Standards	71	39	24	14	30
Number of students tested	21	24	19	22	23
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100		75	33
% "Exceeding" State Standards	90	33		50	17
Number of students tested	10	6	0	4	6
3. White					
% "Meeting" plus % "Exceeding" State Standard	100	92	96	95	
% "Exceeding" State Standards	87	62	64	73	
Number of students tested	192	234	218	130	
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	84	87	78	67
% "Exceeding" State Standards	74	53	35	30	33
Number of students tested	58	73	45	40	39