

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Mr. Caswell McWaters

Official School Name: Vestavia Hills High School

School Mailing Address:
2235 Lime Rock Road
Vestavia Hills, AL 35216-3314

County: Jefferson State School Code Number*: 0020

Telephone: (205) 402-5252 Fax: (205) 402-5262

Web site/URL: www.vestavia.k12.al.us E-mail: mcwatersch@vestavia.k12.al.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Jamie Blair

District Name: Vestavia Hills City Tel: (205) 402-5100

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. John Cooper

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 5 | Elementary schools |
| 2 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 8 | TOTAL |

2. District Per Pupil Expenditure: 8331

Average State Per Pupil Expenditure: 7609

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 area
 Suburban
 Small city or town in a rural area
 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
PreK			0	7			0
K			0	8			0
1			0	9	213	223	436
2			0	10	233	185	418
3			0	11	222	205	427
4			0	12	193	201	394
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1675

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
6 %	Asian
8 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
85 %	White
0 %	Two or more races
100 %	Total

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	73
(3)	Total of all transferred students [sum of rows (1) and (2)].	94
(4)	Total number of students in the school as of October 1.	1678
(5)	Total transferred students in row (3) divided by total students in row (4).	0.056
(6)	Amount in row (5) multiplied by 100.	5.602

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 6

Number of languages represented: 26

Specify languages:

Lebanese, Russian, Spanish, Chinese, Arabic, Korean, Slovene, Hindi, Punjabi, Polish, Japanese, Filipino, Thai, Kannada, Urdu, Tagalos, Tamil, Italian, Teluga, Mandarin, Zunniat, Oriya, Portuguese, Farsi, Urdy, Indian

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 72

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 6 %

Total Number of Students Served: 99

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>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>27</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>52</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>118</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>153</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	99%	99%	97%	97%	97%
Daily teacher attendance	95%	96%	96%	95%	96%
Teacher turnover rate	14%	11%	5%	10%	8%
Student dropout rate	1%	1%	1%	1%	1%

Please provide all explanations below.

Vestavia Hills High School is blessed with a veteran staff but has experienced a large number of retirements over the last two years.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	400	
Enrolled in a 4-year college or university	<u>90</u>	%
Enrolled in a community college	<u>8</u>	%
Enrolled in vocational training	<u>1</u>	%
Found employment	<u>1</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Vestavia Hills High School is an academically competitive suburban public high school in the Birmingham, Alabama area serving approximately 1700 students in grades 9 – 12. The Vestavia Hills area is blessed with a wide variety of students ranging from low-income families to upper-middle class professionals all desiring outstanding educational opportunities for their children.

Vestavia Hills High School was established in 1970, and has a legacy of excellence as indicated by its numerous state and national recognitions. Vestavia Hills High School was recognized as a Blue Ribbon School in 1990-1991, and was recognized as one of the top fifty schools in the nation for “Overall Excellence” in Redbook Magazine’s America’s Best Schools Project in 1994. In 2006 Vestavia Hills High School received the Siemens Advanced Placement Award for Math and Science as one of the top 50 schools in the nation and has been nominated for this award again this year. This year Vestavia Hills High School was recognized as a 2008 Silver Medalist Winner in U.S. News and World Report’s Top High Schools in America. Academic teams have won fifteen national championships, and athletic teams have been nationally ranked with over fifty state championships.

Student learning and community service are the cornerstones of Vestavia Hills High School as reflected in its Mission Statement through a commitment to “cultivate responsible and compassionate shapers of society”. In 2008, students raised over \$200,000.00 for charitable organizations as well as supplying over 35,000 canned goods for local charities. Students raised over \$150,000.00 for Relay for Life thus placing 2nd in the nation for fundraising per capita. Vestavia Hills High School was the first high school in the nation to fund and build a Habitat for Humanity house in a chapter’s inaugural year. This club has funded and built a home each of the last four years, thus earning it recognition as Vestavia Hills Citizens of the Year.

Expectations of all school stakeholders are very high and these expectations are supported by a tremendous amount of state, local, and community resources. All classrooms are equipped with advanced technology including an LCD projector, Promethean Interactive Board, ActiveSlate, document camera, Classroom Performance System, and a sound amplification system. Teachers are constantly sharpening their professional skills through monthly Professional Learning Communities, annual professional development days, and our locally sponsored Annual Technology Conference. Vestavia Hills High School has an experienced faculty with an average of seventeen years of experience. Seventy-five percent hold a Master’s Degree or higher, and nineteen have National Board Certification.

Students at Vestavia Hills High School are driven by their desire for excellence in the academic realm. In 2008, fifty-one percent of the senior class received \$14.2 million in merit based scholarship awards with 64% graduating with an Advanced Academic Diploma. The Class of 2008 boasts 20 National Merit Finalists and two National Achievement Finalists with 98% of the graduates planning to attend post-secondary schools. Students have the opportunity to choose from 18 honors courses, 17 AP courses and/or 2 dual enrollment courses. In order to address the needs of all students, Vestavia Hills High School offers additional curricular support through a free in-school and night peer tutoring program, proactive remediation and reading courses, as well as a faculty committed to spending additional hours before and after school to ensure students’ success. Vestavia Hills High School pays for a free computer based ACT preparation course offered to all students as well as serves as a host site for an optional ACT preparation course during the school day and a PSAT preparation course offered in the evenings. These supports have contributed to an average ACT composite score of 24.4 and PSAT math average score of 560 – 720 which is considerably higher than the state and national averages. Vestavia Hills High School has addressed specific achievement gaps by creating a Minority Achievement Council providing support for African American students and hiring a Student Support Counselor.

Vestavia Hills High School is recognized nationally as an academic and co-curricular learning community "fostering personal growth through community service, character development, and a rigorous, varied, and relevant curriculum."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Vestavia Hills High School exceeds all state assessment standards. Under No Child Left Behind, Adequate yearly Progress (AYP) describes whether a school meets accountability goals. These goals are based on reading, mathematics, and graduation rate indicators. Schools must achieve a 95% participation rate and meet a Proficiency Index Goal of “0” in the areas of reading and math. Alabama high schools must meet a graduation rate goal of 90%. A school can not meet AYP without meeting each of these goals. Disaggregated results for students based on ethnicity, special education status, limited English Proficiency, and free/reduced lunch are reported to schools each fall. If a school has at least forty students in any one subgroup and does not meet AYP, the school enters into a tiered plan for school improvement.

Alabama measures accountability by the Alabama High School Graduation Exam (AHSGE) or the Alabama Alternate Assessment (AAA) – used for significantly impaired students. The AHSGE encompasses five subject area tests based on 11th grade state content standards. Each student earns a pass/fail grade for each subtest with the minimum passing score varying by test. Students who fail a test receive their score and a student-specific competency sheet outlining their master or non-mastery of content standards. Vestavia Hills High School has a graduation rate of 97%, and 99-100% of the students pass all areas of the AHSGE.

2. **Using Assessment Results:**

Vestavia Hills High School assesses data from the AHSGE, ACT, PLAN (career tracking), PSAT, Alabama Direct Assessment of Writing (ADAW), Advanced Placement (AP) exams, Vestavia Hills High School common assessments, course grade distributions, and student grades to determine school-wide goals and enhance the learning community. Teachers meet monthly in Professional Learning Communities (PLC) groups to develop common assessments, study data, and share best instructional practices. Common assessments are administered each semester to assist teachers in determining student mastery of state and locally enhanced standards as well as provide feedback regarding successful teaching practices.

AHSGE data is used to assess areas of proficiency and need. Students who have not passed all sections on their first attempt of the AHSGE are placed in remediation courses targeted to the specific content area in need. Counselors, teachers, and peer tutors work with students needing to pass specific areas of the AHSGE. In the summer teachers receive AP exam data to assess strengths and weaknesses of the curriculum. Currently, teachers are involved in cross-curricular alignment using the ACT and PSAT standards while incorporating AP Vertical Teaming strategies. Teachers across all content areas will be able to participate for the third straight year in the Vestavia Reading and Writing Project, a six day summer workshop in June 2009 that trains high school teachers to improve student reading and composition skills across all achievement levels and all subjects. Twelve Vestavia Hills High School teachers participated in the district-offered Reading and Writing Projects in 2006 and 2007.

3. **Communicating Assessment Results:**

Vestavia Hills High School communicates student assessment information in a variety of ways. Local newspapers publish the state-issued Annual Report Card as well as test results each year. This allows stakeholders to compare data from surrounding school systems as well as assessment results impacting the school's Adequate Yearly Progress (AYP). The Annual Report Card is posted on the Alabama State Department of Education's website as well as made available to the public in the schools. Guidance Counselors meet in grade-level groups to analyze test results. The administration shares assessment data at Parent Teacher Association (PTA) meetings as well as annually in a public setting at a Vestavia Hills Board of Education Meeting. Vestavia Hills High School's profile contains assessment results and is available on the school

website. Faculty meetings, PLC group discussions, and professional development days are used to assess data results for the faculty and staff.

4. Sharing Success:

Vestavia Hills High School has long been recognized as an educational leader both nationally and locally. Each year visitors come to discuss flexible scheduling, educational leadership, and integrated technology. Several faculty members have served as presenters at national and regional conferences. Vestavia Hills High School is a delivery school for Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) distance learning program thus allowing students from other schools across the state to take specialized courses not offered at their home school via video conferencing. This year seniors from Vestavia are teaching seventh grade students in Wales, United Kingdom via live video conferencing as an international pilot program.

Vestavia Hills High School participates in the Jefferson County STELLAR program in which National Board Certified teachers mentor other teacher candidates working towards National board Certification. All candidates are provided two days of classroom release time to work on their portfolios during the school year. The school and district provide videography equipment to teachers pursuing the national benchmark of mastery teaching. Teachers also participate in the Legendary Teacher Initiative. This is a three year mentoring program in which cohorts are established to assist new teachers as they assimilate to Vestavia Hills High School. Instructional Coaches assist teachers in producing class websites and improving instructional methods through regularly scheduled meetings and peer visits.

Local newspapers and television stations report on Vestavia Hills High School's academic as well as co-curricular successes. Vestavia Hills High School has two Awards Day Programs to share successes with parents and students as well as announcements in the monthly PTA newsletter. Vestavia Hills School System provides monthly articles in the Community Newsletter. Recently, the news media covered our international video conferencing with Wales, United Kingdom as well as the participation by our A.P. Government We The People Team as they participated in a question/answer session with Alabama's governor regarding his State of the State Address. The Vestavia City Schools are currently involved in updating the website to utilize newly created video clips and interactive technology on the webpage. While traditional media have often highlighted the good news coming from Vestavia Hills High school, our own students share the high school's successes by regularly updating the Wikipedia site and often post webcasts of school projects on YouTube. The high school newspaper, the Vedette, has garnered competitive state student journalism awards since 2003 for its insights into student life in Alabama. Daily live video news broadcasts punctuate each school morning with students producing the entire show.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Vestavia Hills High School operates on a traditional seven-period day while offering several scheduling options within the day to allow students the flexibility to take a wide variety of curricular and co-curricular courses. Students are required to take four years of social studies, science, math, and English along with eight other elective credits. Students are encouraged to choose customized course combinations that allow them to identify individual strengths and interests and to set post-graduation goals. All curricular areas incorporate a critical thinking framework in instructional models.

Social Studies: Students are required by the state to take World History, two years of U.S. History, and Government/Economics. Honors courses and A.P. courses are offered for all levels of social studies with additional elective courses offered in A.P. Psychology and A.P. European History. In Fall 2009, Vestavia Hills High School will offer A.P. World History for the first time. All courses incorporate critical thinking framework, analysis of primary source documents and thematic analysis of eras.

Math: All students are required to take four years of math including Algebra I and Geometry. Over 99% of the students complete General Algebra II/Trig, with over 60% of the population completing Pre-Calculus or another advanced math. Course offerings include Algebra 1A, Algebra IB, Informal Geometry, Geometry, Honors Geometry, General Algebra II with Trigonometry, Algebra II with Trigonometry, Honors Algebra II with Trigonometry, Algebraic Connections, General Pre-Calculus, Pre-Calculus, Honors Pre-Calculus, Dual Enrollment Pre-Calculus, Honors Calculus, A.P. Calculus AB, A.P. Calculus BC, A.P. Statistics, and Honors Math Theory.

Science: Students are required to take Biology or Honors Biology as well as a Chemistry course in addition to two other years of science electives. Science electives are offered in Applied Physical Science, Chemistry in the Community, Chemistry, Honors Chemistry, A.P. Chemistry, Honors Physics, A.P. Physics B, A.P. Physics C, A.P. Biology, Zoology, General Environmental Science, Environmental Science, and Anatomy and Physiology. Students may choose from a variety of biological or physical science courses. Students develop and use critical thinking skills to analyze data and draw conclusions regarding the impact of scientific findings on society.

Foreign Language: An Advanced Academic Diploma requires two years of the same foreign language, and 64% of our students complete the Advanced Academic Diploma requirements. Students can enroll in Spanish, French, German, or Latin. All courses include four progressive years of instruction including Advanced Placement offerings in each. Students study grammar and culture with a heavy emphasis on conversational skills. Courses utilize direct instruction, interactive boards and computer labs.

Fine Arts: Students are required to earn one fine art credit for graduation. The visual arts curriculum offers courses including Introductory Art, Art I, Art II, Art III, and A.P. Studio Art. Digital Art, Digital Photography, and Advanced Digital Imaging are offered as cutting edge computer assisted courses. Students may choose from Symphonic Band, Wind Ensemble, Jazz Band, Women's Honor Choir, Vestavia Singers, Men's Chorus, Women's Concert Choir, and Honors Choir, Dance I, Dance II, Dance III, Dance IV, Theater, and Technical Theater as performing arts electives. Vestavia students are consistently recognized as local, state, and regional award winners. Students have the opportunity to perform numerous times each year for their peers and the public. Events include three major theatrical productions, and fall, winter, and spring music, band and dance performances.

2b. (Secondary Schools) English:

English: Four years of English are required. General English, College Preparatory English, and Honors English courses are offered at all grade levels in order to address individual student needs and instruction. Additional course offerings included AP English Language, AP English Literature, Speech, Journalism, Lincoln Douglas Debate, Policy Debate, and Literary Magazine. All English classes are considered college preparatory classes. All English courses emphasize eight standardized learning outcomes:

1. Thinking and writing critically
2. Thinking and writing correctly and in clear cogent language
3. Organizing thoughts and writing
4. Reading critically
5. Understanding the interplay between literature and culture
6. Demonstrating the relevance of literature to a universal idea
7. Understanding that language is dynamic
8. Understanding how the author uses tools for a purpose

Vestavia Hills High School seeks to improve all students' literacy levels. "On Course" is offered as a remedial reading course designed to improve reading fluency, and comprehension. This course is offered to freshmen scoring in the fourth stanine or below on the Stanford Achievement Test and to struggling readers in the upper grade levels. Instructional tools utilized included the Jamestown Reading Series, Buckle Down Reading, along with computer based instructional programs like PLATO and Skills Tutor USA. Fifty percent of the English teachers have been trained to use formative reading assessments such as the Critical Reading Inventory, the Fountas & Pinnell Benchmark Reading Assessments, and the Gates-McGinitie Reading Test to help struggling or reluctant readers make substantive progress in skills during high school. Simply passing the reading section of the Alabama high school Graduation Exam is never considered "enough" for students who will need additional reading instruction support to be successful college students and workers after high school.

3. Additional Curriculum Area:

A cornerstone of Vestavia Hills High School is its commitment of "fostering personal growth through community service and character development." With 94% of all students participating in a community service-focused club, it is evident that all stakeholders believe community service is interwoven in the curricular program of Vestavia Hills High School. Teachers balance the belief that students should achieve more than their potential with the fundamental tenet that all students must learn to be productive citizens. Teachers volunteer their time to sponsor over 33 service clubs and numerous charitable efforts throughout the year, so students are immersed in a culture of charity. In 2008, students raised over \$200,000.00 by participating in Relay for Life, the Cystic Fibrosis Foundation, Janie Sims Foundation, and building a house for Habitat for Humanity. VHHS students were recognized as the "Vestavia Citizen of the Year" when they completed their first Habitat for Humanity house as a first year organization. Additionally, students collected over 35,000 canned goods for local food pantries, provided food for needy families at Thanksgiving, and provided food and gifts for Birmingham families at Christmas.

4. Instructional Methods:

Vestavia Hills High School implements innovative instructional strategies focusing on varying learning styles and individual needs. In 2008, all classrooms in the Vestavia Hills City School System equipped all classrooms with an LCD projector, an Interactive Promethean Board, a document camera, Classroom Performance System (CPS) student response system, portable ActivSlates, and an audio-enhancement system. As part of this effort, every teacher was offered a new laptop computer to help coordinated use of this technology. This technology allows teachers to develop and implement technology assisted, multi-modal interactive lessons in all subject areas. Teachers at Vestavia Hills High School integrate differentiated instructional strategies into lessons

and are developing extended educational standards unique to the school. This school year, technology is moving from an "add on" element in classroom instruction to an essential element that unlocks learning in new ways for our diverse students.

All departments incorporate rich learning experiences through supplemental materials. Social Studies teachers incorporate authentic historical experiences through internet resources, practical budget projects, and research. English teachers focus on reading and writing through research papers, computer assisted journal writing, peer editing, literature study, and computer based projects. Science teachers emphasize analytical problem solving through laboratory experiences, primary scientific research, and hands-on learning experiences. Math teachers focus on higher cognitive skills through advanced calculator training, Math Team experiences, and cross-curricular academic experiences with the science teachers. Foreign Language teachers emphasize conversational skills and language skills while encouraging students to become immersed in cultural experiences.

5. Professional Development:

Vestavia Hills City Schools is committed to supporting achievement goals and intervention strategies through providing opportunities for teachers to participate in local, state, and national professional opportunities. Teachers participate in three district wide professional development days and numerous other local and regional opportunities per year. One professional development day is devoted to a system-wide technology conference while the agendas for the other two days are determined by local schools. Teachers participate in Advanced Placement Vertical Alignment each year as well as numerous seminars specific for course content. Typically, VHHS teachers earn at least 35 hours per year in professional development hours in addition to the 50 hours required by the state every five years.

Vestavia Hills High School provides a one hour opportunity each month for teachers to participate in Professional Learning Communities during the school day. During this time teachers meet to discuss curriculum planning, common assessments, extended standards, and best instructional practices. Extensive training is provided for integrating technology in daily classroom instruction. Teachers also meet in the summer to discuss the results of common assessments and share instructional strategies.

In Summer 2008, teachers participated in the district's "Summer of Inquiry" by writing proposals for mini-grants to collaborate and align curriculum to raise student achievement. Teacher teams winning the mini-grants then worked 144 days collectively last summer to write rigorous curriculum in science, social studies, math, English, and foreign language.

Annually, every teacher completes a Professional Development plan for the upcoming year. Each teacher identifies personal goals that focus on areas of strengths and weaknesses based on evaluation results.

6. School Leadership:

Vestavia Hills High School employs one Principal and four Assistant Principals. The Principal is the instructional leader of the building thus evidenced by his personal interaction with each department regarding best practices, common assessments, and curriculum alignment. The principal is the driving force behind the belief we can always be better. At the same time, the principal cultivates a climate of encouragement and a sense of family among the teachers. Each Assistant Principal is assigned various management duties to provide management oversight and curriculum leadership. Areas of responsibility include but are not limited to technology, discipline, attendance, curriculum, at-risk students, and testing. Each administrator is actively involved in departmental Professional Learning Communities. Administrators are involved in ongoing professional development to hone their skills and stay abreast of progressive educational practices.

Vestavia Hills High School is largely a site-based managed school. Faculty representatives from each department constitute the Building Leadership Team. This team meets at least twice each month to discuss progress in their Professional Learning Communities, curriculum issues, and the school climate.

The Budget Committee meets annually to determine the distribution of funds provided from the Vestavia Hills Board of Education. The Technology Committee meets several times each year to determine technology needs and monetary expenditures. The Professional Development Committee determines spending guidelines and budgets funds based on faculty requests and professional development needs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Alabama High School Graduation Exam

Edition/Publication Year: 3rd Edition/1999

Publisher: Alabama State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Passing Advanced Level State Standards	98	99	98	94	96
Passing Advanced Level State Standards	60	54	54	55	55
Number of students tested	395	430	426	378	363
Percent of total students tested	99	99	98	99	99
Number of students alternatively assessed	1	1	1	1	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing Advanced Level State Standards	90				
Passing Advanced Level State Standards	30				
Number of students tested	15				
2. Racial/Ethnic Group (specify subgroup): White					
Passing Advanced Level State Standards	99	99	98	95	98
Passing Advanced Level State Standards	60	55	56	55	55
Number of students tested	343	360	376	334	316
3. (specify subgroup): Black					
Passing Advanced Level State Standards	90	94	90	71	
Passing Advanced Level State Standards	33	21	23	17	
Number of students tested	29	35	30	24	
4. (specify subgroup): Special Education					
Passing Advanced Level State Standards	79	82	79	48	65
Passing Advanced Level State Standards	8	12	18	12	6
Number of students tested	24	34	30	26	18

Notes:

Test Data is not reported for subgroups representing less than 10% of the enrollment, with fewer than 10 students participating in the assessment, or if the data is not available from the Alabama State Department of Education.

Subject: Reading

Grade: 11

Test: Reading

Edition/Publication Year: 3rd Edition/1999

Publisher: Alabama State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Passing Advanced Level State Standards	97	96	98	98	98
Passing Advanced Level State Standards	47	40	49	49	49
Number of students tested	395	430	426	378	363
Percent of total students tested	99	99	98	99	99
Number of students alternatively assessed	1	1	1	1	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing Advanced Level State Standards	80				
Passing Advanced Level State Standards	40				
Number of students tested	15				
2. Racial/Ethnic Group (specify subgroup): White					
Passing Advanced Level State Standards	98	98	99	99	99
Passing Advanced Level State Standards	50	42	52	51	51
Number of students tested	343	360	376	334	316
3. (specify subgroup): Black					
Passing Advanced Level State Standards	83	83	94	93	
Passing Advanced Level State Standards	10	21	13	13	
Number of students tested	29	35	30	24	
4. (specify subgroup): Special Education					
PPassing Advanced Level State Standards	71	77	79	80	82
Passing Advanced Level State Standards	4	15	7	8	24
Number of students tested	24	34	30	26	18

Notes:

Test Data is not reported for subgroups representing less than 10% of the enrollment, with fewer than 10 students participating in the assessment, or if the data is not available from the Alabama State Department of Education.

Subject: Mathematics
Edition/Publication Year: 3rd Edition/1999

Grade: 12 Test: Alabama High School Graduation Exam
Publisher: Alabama State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Passing Advanced Level State Standards	99	100	98	98	100
Passing Advanced Level State Standards	56	54	54	55	59
Number of students tested	411	426	376	361	349
Percent of total students tested	99	98	99	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing Advanced Level State Standards					
Passing Advanced Level State Standards					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): White					
Passing Advanced Level State Standards	100	100	99	100	100
Passing Advanced Level State Standards	57	56	55	55	60
Number of students tested	345	372	327	314	323
3. (specify subgroup): Black					
Passing Advanced Level State Standards	91	97	93	74	100
Passing Advanced Level State Standards	21	21	22	13	27
Number of students tested	34	33	27	26	17
4. (specify subgroup): Special Education					
Passing Advanced Level State Standards	85	93	76	83	100
Passing Advanced Level State Standards	6	19	12	6	9
Number of students tested	34	28	25	18	10

Notes:

Test Data is not reported for subgroups representing less than 10% of the enrollment, with fewer than 10 students participating in the assessment, or if the data is not available from the Alabama State Department of Education.

Subject: Reading
Edition/Publication Year: 3rd Edition/1999

Grade: 12 Test: Alabama High School Graduation Exam
Publisher: Alabama State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Passing Advanced Level State Standards	99	99	99	99	100
Passing Advanced Level State Standards	42	50	49	49	48
Number of students tested	411	426	376	361	349
Percent of total students tested	99	99	99	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing Advanced Level State Standards					
Passing Advanced Level State Standards					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): White					
Passing Advanced Level State Standards	100	99	99	100	100
Passing Advanced Level State Standards	43	52	51	52	54
Number of students tested	345	372	327	314	323
3. (specify subgroup): Black					
Passing Advanced Level State Standards	94	97	93	83	100
Passing Advanced Level State Standards	21	15	19	7	4
Number of students tested	34	33	27	26	17
4. (specify subgroup): Special Education					
Passing Advanced Level State Standards	88	89	84	94	100
Passing Advanced Level State Standards	9	7	8	22	9
Number of students tested	34	28	25	18	10

Notes:

Test Data is not reported for subgroups representing less than 10% of the enrollment, with fewer than 10 students participating in the assessment, or if the data is not available from the Alabama State Department of Education.