



# PART I - ELIGIBILITY CERTIFICATION

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12AL4

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

12AL4

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 27 Elementary schools (includes K-8)  
 (per district designation): 8 Middle/Junior high schools  
9 High schools  
0 K-12 schools  
44 Total schools in district
2. District per-pupil expenditure: 8690

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	177	158	335
3	0	0	0		<b>10</b>	135	129	264
4	0	0	0		<b>11</b>	138	128	266
5	0	0	0		<b>12</b>	129	130	259
<b>Total in Applying School:</b>								1124

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
22 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
73 % White  
0 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 9%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	53
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	49
(3)	Total of all transferred students [sum of rows (1) and (2)].	102
(4)	Total number of students in the school as of October 1, 2010	1124
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 4%  
 Total number of ELL students in the school: 48  
 Number of non-English languages represented: 10  
 Specify non-English languages:

Spanish (25), Chinese (8), German (6), Russian (2), Portuguese (2), Croatian (1), Thai (1), French (1), Gujarati (1), Italian (1)

9. Percent of students eligible for free/reduced-priced meals: 25%  
 Total number of students who qualify: 284

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%  
 Total number of students served: 103

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>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>55</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</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>4</u>	<u>0</u>
Classroom teachers	<u>58</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>14</u>	<u>0</u>
Total number	<u>92</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: 19:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	95%	95%
High school graduation rate	93%	96%	95%	96%	94%

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

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

Graduating class size:	<u>264</u>
Enrolled in a 4-year college or university	<u>47%</u>
Enrolled in a community college	<u>41%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>6%</u>
Military service	<u>6%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>100%</u></b>

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

No

Yes

If yes, what was the year of the award?

Daphne High School, located in suburban Baldwin County, Alabama, the largest and southern-most county in the state, bordering the Gulf of Mexico and Mobile Bay, is one of seven large high schools servicing a district-wide student population of approximately 29,000. Daphne High School is a four-year comprehensive 6A public high school currently serving the middle-class residential suburbs of Daphne and the surrounding area.

The school opened in 1989 with 650 students to relieve overcrowding at Fairhope High School located approximately 11 miles to the south of Daphne High's campus. Daphne High's current population of approximately 1130 reflects a significant decrease from a student population of 1752 in 2004-05 just prior to the opening of Spanish Fort High School located 3 miles to the north.

Numerous measures have been taken in commitment to the school's vision to build community and academic press as well as to promote entrepreneurship, civic-mindedness, and international consciousness. Perhaps the most impactful instructional change is the one to one laptop initiative that is being ushered in with our Digital Renaissance, a move that has resulted in every single high school student and teacher receiving a personal MacBook to work with every day, anytime. Cultivating an inspiring, personalized learning atmosphere is a school priority. Advisory committees have been set up for input at the student, staff, parent and community levels, and all teachers are required to observe one another on a regular basis in a collegial effort to establish best practices. Music, theater, chorus and art as well as horticulture, Air Force ROTC, business, and student mentoring programs permeate school life as the community is firmly dedicated to providing quality fine arts and career tech education. Cultural literacy has been established as an important element of school life and is driven through a daily student news program. Through morning announcements, geography lessons are tied to current events and relevant scholarly topics, ideas that have elevated the caliber of conversation in the school community.

A daily 45-minute mini-period called Parthenon functions with the dual purpose of remediation and enrichment. Students who are struggling academically get the tutoring they need in small-class environments, while students who are excelling academically are given a wide variety of enrichment activities from which to choose. Offerings range from subjects like Calculus Prep, African American Studies, Bible as Literature and ACT prep to personal interests like Taxidermy, Ultimate Frisbee, Pilates, Origami, Hunting and Fishing, and Digital Scrapbooking. The informal atmosphere and small class sizes create a comfortable environment for students, thus facilitating positive student-teacher relationships. The ownership involved in students' selection of classes also deepens their sense of personalization and good feelings about school. On Wednesdays, the sense of community is broadened to extend outside the school doors as guest speakers come in to address large student groups on an array of high interest topics. On these days core teachers have an opportunity to meet in departmentally organized collaborative groups, also known as professional learning communities (PLC).

Daphne High School's strong athletic heritage has contributed powerfully to the competitive school spirit that continues to push students through life challenges. Nine male and nine female sports are offered. Female athletics set the tone for excellence early in the history of the school as the volleyball team earned runner up in 1991 and 1992 and won the state championship in 1993. Football has been instilled as a tradition of excellence at Daphne with consistent winning seasons. Since 2000, the DHS football program has compiled an overall record of 91-18, having appeared in five of the last eleven division 6A State Championship games (2000, 2001, 2003, 2005, 2010) and winning the state title in 2001 and 2010 with a 15-0 record. Daphne girls and boys basketball, soccer, baseball and softball teams are frequent participants in state championship tournaments as well.

In recognition of the need and desire to extend opportunities for student growth, the school has done extensive work to acquire and maintain an International Baccalaureate (IB) program, which was authorized in December 2007. The trademarks of this program include promoting inquiry, extension of knowledge that has global significance, the development of critical thinking skills that lead to creative yet reasoned, ethical decision-making, communicating effectively in more than one language and in multiple modes, acting with integrity and the ability to understand issues from multiple perspectives while showing empathy and compassion for others and being reflective about learning experiences. While these notions have been initiated via the IB curriculum, they carry over and extend into the general school philosophy where all students are expected to follow a parallel creed.



### 1. Assessment Results:

Daphne High School has met or exceeded Alabama State standards for Adequately Yearly Progress (AYP) four times in the past five years. Accountability goals are assessed through the administration of the Alabama High School Graduation Exam (AHSGE) or the Alabama Alternative Assessment (AAA) which is a standards-based portfolio assessment administered to students with below a 55 IQ. Student proficiency and overall school accountability at the high school level in Alabama are determined through AHSGE results. The AHSGE is a set of state criterion-referenced tests created to evaluate 11th grade state content standards. 12th grade scores are not used when calculating Adequate Yearly Progress (AYP). The test is composed of five subject tests consisting of reading, language, mathematics, science, and social studies. The pass/fail score varies for each test and is a product of standardization data. The Alabama State Department of Education utilizes assessment data to determine individual student achievement levels and the overall AYP status for the school each year. The levels of student academic proficiency are designated as follows: Level I – did not meet content standards; Level II – partially met content standards; Level III – met content standards; Level IV – exceeds content standards.

The Annual Measurable Objective (AMO) indicates the percentage of students as a whole and within subgroups who must pass the reading and math subtest. In Alabama, the AMO for reading has jumped from 84% in spring 2006 to 91% in spring 2011. In math the AMO stood at 73% in spring 2006 and moved up to 86% in spring 2011. Every year a greater percentage of students must pass the reading and math subtests.

Performance indicator data for the AHSGE is collected in the following three areas: reading, mathematics, and graduation rate. In order to meet the annual standards at the high school level, 95% of all students must participate in the testing, the school's graduation rate must be at least 90%, and all subgroups as well as the whole school must meet the AMO in both reading and mathematics.

Over the past six years of testing, significant gains have been made in the black and free/reduced subgroups. In 2005 the reading results showed 69% proficiency in both groups. By 2010, the reading results had increased to a 100% and 95% proficiency level, respectively. Likewise, in 2005, the mathematics content area results for both of these groups stood at 65% proficiency. By 2010, the results had increased to 100% and 98% respectively. While the overall five-year testing data reveals significant improvements over time, there was a dip in 2008-2009 when overall pass rates dropped by approximately 2% and subgroup pass rates dropped by as much as 11% in reading and math.

In response to the data, Daphne High School immediately launched a reading initiative where remediation has been available during the school day and reading strategies are emphasized in all classes and through short instructional videos shown as part of morning announcements. SAT words of the day are announced and posted around school, and teachers promote the understanding and usage of college-bound vocabulary in conversation and through exercises, such as having students create "Vocabutoons" to post on walls and online. Students who have not passed the reading exam on the first attempt are assigned to reading test prep classes. These initiatives have created an atmosphere of high expectations and immediate access for all subgroups. The success of this program is evident when 2009-2010 data are analyzed. The black and free/reduced subgroups had a 35% and 33% gain in reading proficiency, respectively. 2011 testing results demonstrated consistency towards improved results in reading, with 100% reading pass rates within these subgroups. To build upon these strategies, a cultural literacy campaign tied to current events and geography has been added.

In math, over the past couple of years, scores have also improved due to increased rigor and emphasis towards exam prep. Mu Alpha Theta math honor society students worked with math teachers to make math problem-solving videos based on graduation exam standards that would be available to struggling students online and through remediation classes. Struggling students are also pulled from elective classes to remediate with instructional specialists during school in the week preceding the exam.

The improvements made in academic performance over the past couple of years are also a by-product of a whole school effort to create a highly personalized school culture. The daily Parthenon enrichment period has provided an avenue for all students to choose a high interest course each quarter with a teacher of their choice. During this time teachers have an opportunity to serve as a mentor and advisor for students while also teaching a skill or sharing a mutual hobby, thus forging relationships that help students feel more connected to school. The school to home connection has also improved vastly through our communications network where we have compiled almost 100% of parents email addresses, thus enabling our faculty to notify parents regarding whole-class and individual students issues. Weekly teacher to parent communication is required with a copy to the principal. Creating an environment where care and concern for the individual student is a priority has made school a reciprocally inspiring environment for teachers and students.

An additional indicator of Daphne High School's continuous improvements for achieving high academic success for all students is the overall increase in the graduation rate during the past five years. The graduation rate has consistently remained above the minimum state requirement of 90%. High standards are the cornerstone of the mission at Daphne High School and staff is constantly seeking and implementing new innovations and programs to ensure that all students set and achieve high standards for themselves.

## **2. Using Assessment Results:**

Assessment data from the primary accountability measure, the Alabama High School Graduation Exam (AHSGE), as well as other sources such as ACT scores, Advanced Placement and International Baccalaureate examination results, common assessments, benchmark tests, and course grades are constantly monitored by administrators and teachers at Daphne High School. Students who have failed the graduation exam or have below a 68 grade point average in any core class are automatically placed in mandatory tutoring during Parthenon Time (45 minutes each day). Other student performance data is discussed in weekly departmental Professional Learning Community meetings and is used within the classroom to improve best practices. The district also monitors ACT and Advanced Placement data on a comparative basis and helps to provide resources for improvement. Parthenon time has also provided an opportunity for students to gain additional preparation for standardized tests.

The most intense data monitoring comes with AHSGE remediation. Students who are in tutoring are also listed on a Response to Instruction (RtI) watch list, and their daily remedial work is monitored by the remediation teacher and is passed on to a group of trained teachers for further tracking. Students are given a benchmark test to determine their strengths and weaknesses on each objective. Depending on the benchmark test results, particular lessons are prescribed for the students. These lessons include practice assignments, quizzes, games and tests. Throughout remedial studies, progress is tracked using line graphs and pie charts and shared with students and their parents.

All teachers are made aware of the individual students who have failed the reading or math section of the graduation exam, so that there is a school-wide effort to help them pass on the next test administration. Coaches, administrators, and other well-known school leaders stop by to work with students in remediation classes in order to motivate them to work hard and pass the test.

Student grades as well as many other measures of assessment are carefully monitored and communicated in an easy to understand manner so that the school is vigilantly striving to help students succeed.

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

Daphne High School shares its successful strategies with other schools through a variety of avenues. Within the school district, under the superintendent's leadership, the principal and assistant principals meet monthly with other school administrators and central office personnel during the school day at a central location. These meetings allow time for the sharing of best practices. The high school principals meet additionally with central office personnel as needed for collaborative and decision-making purposes. Daphne High School also has committed time towards vertical teaming with the middle school as well as to work on whole-school initiatives such as strategies for teaching reading across the curriculum, promoting student collaboration through podcasts, and effective classroom assessment practices including benchmark and formative testing. Our most recent professional learning efforts have been geared towards preparation for our digital renaissance, where each student and teacher will receive a laptop computer to utilize anytime, anywhere.

Teachers at Daphne High School are required to observe another teacher on staff or at another school at least once a quarter and report back in writing about their experience. Once a month teachers attend after school faculty meetings that are reserved for instructional improvement, and there is often collaboration with other schools and district personnel. For example, in 2010, the principal at Daphne High School in South Alabama and the principal at Hoover High School in North Alabama, schools which coincidentally vied for the 6A Football Title that year, arranged to visit one another's faculty meetings to speak on successful programs at each of the schools.

At the state level, Daphne High School belongs to the International Baccalaureate Schools of Alabama (IBSA), which has biannual meetings. One component of these meetings is round table discussions in the various core curricula. Teachers are able to meet to share best practices and listen to keynote speakers that are brought in to the meetings. IBSA also allows our school to meet on an international level with other regional associations around the world. The most recent international meeting occurred in Bethesda, Maryland, where one of Daphne High School's assistant principals was able to meet with schools from over 30 states from the US, members from 3 provinces in Canada, and 4 different Latin America countries. This source of information has led to improved classroom strategies as well as improved college and university relationships.

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

As pillars of our school vision, building community and providing a challenging and inspiring academic environment are priorities at Daphne High School. With almost 100% of our parents linked in to our email communication system, regular email communication from faculty and administration regarding both whole class or school and individual student progress has helped to improve student performance and has vastly improved the school to home relationship. Standardized tests as well as course grades are used to diagnose weaknesses in core subjects. Counselors utilize the 8th grade EXPLORE assessment and data from the Alabama Reading and Math Test (ARMT), along with teacher recommendations for the scheduling of courses and for lesson planning within courses so as to remediate or accelerate based on individual student needs. The DHS Parent/Community Advisory Board meets regularly and sets additional opportunities for the sharing of data on student performance as it relates to Adequate Yearly Progress. Parents of students who have failed any subtests are asked to meet with counselors and teachers with their student to ensure that the best plan of action can be articulated and the most support possible can be offered. All teachers at Daphne High School are provided with names of students who are at risk of failing the graduation examination in order to assist these students at maximum capacity. In addition to being published on the school website, student performance data is also shared with the community through communication with the local school community foundation.

Other tools that serve as important measures of student performance and factor into educational planning include the PSAT, SAT and ACT. During the daily Parthenon enrichment and remediation mini-period, students can elect to take ACT/SAT Prep courses. Coaches also keep a close watch on these tests so as to

assist athletes with obtaining scholarships. International Baccalaureate students can take Extended Essay, Theatre Enrichment, or Spanish Oral Communication during the Parthenon class in order to get the extra help they need to improve their scores on their comprehensive examinations.

Student performance is communicated through progress reports, which give parents an academic snapshot. This “glimpse” is enhanced by open dialogue including a student’s study habits, character traits, time management skills, discipline —among other things. Emails, telephone contacts, and conferences are examples of this ongoing dialogue. Grades are updated online on a daily basis.

## 1. Curriculum:

Daphne High School offers a comprehensive curriculum that is suited to the needs of all students. Teachers have high expectations for all students, and 63% of the student population are enrolled in Honors, Advanced Placement, or International Baccalaureate level courses in all subject areas. Approximately 85-90% of Daphne High School graduates go immediately to college or junior college. With high expectations in mind, instruction across the board is rigorous and delivered with careful attention towards an outcome of successful academic achievement for all students. Students have 5 diploma options ranging from Standard to International Baccalaureate. As required by the Alabama State Department of Education, all students are required to take four years of core subjects. Additionally, students on the Advanced Diploma track are required to complete two consecutive years of foreign language. Approximately 67% of students graduate with an Advanced diploma or higher. In addition to the curricular offerings on this campus, junior and senior students may enroll in courses at local colleges and universities. The curriculum is further enhanced by distance learning courses, which broaden our elective offerings. Four years of English are required, and instruction at each level is based on the content standards set forth in the Alabama Course of Study for English Language Arts. Reading focus is on World Literature in ninth grade, American Literature to 1900 in tenth grade, modern American Literature in eleventh grade, and British Literature in twelfth grade. Emphasis is placed on writing and composition, listening, speaking, research, and vocabulary. Different levels are taught in each grade, but demonstration of research skills and strong academic rigor are expected at each level. AP Literature, AP Composition, and IB English are offered for students seeking the highest academic challenge. Elective courses are offered in speech and creative writing. Summer reading is required at all levels. 70% of Daphne High's current freshmen scored in a range indicating that they are candidates for AP English courses on the pre-ACT test, EXPLORE. Four years of math are required, and must include Algebra and Geometry. Problem-solving and analysis are encouraged at all levels, and courses are based on the content standards set forth in the Alabama Course of Study for Mathematics. Courses available include Algebra I, Algebra 1-A, Algebra 1-B, Geometry, Geometry Concepts 1, Geometry Concepts 2, Algebraic Connections, Algebra II/Trig, Algebra III with Statistics, Pre-Calculus, IB Math Analysis, and AP Calculus AB, and IB Calculus AB. Next year AP Statistics will be added to the on-site curriculum. Four years of science are required, and all classes are lab-based for the development of critical thinking and problem-solving necessary for the high technological expectations of today's society. Emphasis is based on learning science skills rather than rote memorization of scientific facts. Students are required to take Biology and Physical Science, Physics, or Chemistry. Other available courses are Honors Biology, Marine Science, Honors Marine Science, Earth Science, Environmental Science, AP Environmental Science, Human Anatomy and Physiology, Forensic Science, IB Biology, and IB Physics. Next year AP Biology, AP Chemistry, and AP Physics will be added to the on-site curriculum. Four years of social studies are required and, per the Alabama Course of Study for Social Studies, this includes World History, two years of U.S. History, and Government/Economics. Honors courses are available for all courses, and AP US History and AP Government are also options. IB History of the Americas is a two-year course that focuses on internationalism. Elective courses are offered in Psychology and World Geography. Next year AP Human Geography will be added to the on-site curriculum. Two-thirds of Daphne High School students take at least two years of foreign language. Three years of Spanish and French are taught on campus, and distance learning is available for Latin, German, and Mandarin Chinese. Emphasis is placed on the global community and the diversity of the world culture. All students must complete at least one fine arts course. A nationally recognized band, percussion, and winter guard program have honored the school with first place awards year after year for excellence in their performances. Visual art classes are very popular with students, many of whom create award-winning portfolios. The high school chorus has competed and maintained the number one status for years with its outstanding choral program and technique. The theater department has created musicals involving the band, art, and choral classes with much school community participation. Students may take AP Music Theory and IB Music as well. All

students also take health and physical education. Health is designed to assist students in making healthy life choices relating to exercise, personal safety, nutrition, substance use and abuse, and prevention of disease. Lifelong Individualized Fitness Education (LIFE) includes active learning focused on movement sequences, physiological functionality, physical activity, and healthy lifestyles technologies. ROTC and Marching Band may replace the LIFE requirement. Daphne High has maintained a nationally recognized Air Force ROTC program that services another nearby high school as well. Daphne's ROTC has been named #1 in the state for the past three years in a row. Daphne High's Career Tech programs also offer high interest courses in agriscience, engineering, business, and family and consumer science on campus, and students may also elect to take numerous other courses at an off-campus center for technology. The horticulture students grow, maintain, and sell to the community thousands of bedding twice a year.

Construction students work on campus beautification projects all over campus as well as the community. The peer mentor program offers another valuable avenue of coursework through which students can gain leadership and communication skills. Daphne High School is an authorized International Baccalaureate World School with a rigorous academic program designed to meet the needs of highly motivated secondary students and to promote international understanding. IB students demonstrate a strong commitment to learning, both in the mastery of subject content and in the development of skills and discipline necessary for success in a competitive world. Next year all honors students will take Pre-AP courses in middle school and in 9th and 10th grade by teachers trained in a course called "Laying the Foundation"(for AP) that is endorsed by the College Board. In the school's effort to create a more personalized environment, students take high interest elective courses both for credit and for enrichment in a rotating 45-minute mini-period called Parthenon. High demand courses in Parthenon include video-gaming, Crime Scene Investigation, i-Touch lab, ultimate frisbee, and art. Sparked by the school vision, a school-wide cultural literacy program has been developed. To improve civic engagement, the school recognizes a responsibility to initiate conversations with students to provoke thinking and elevate knowledge and awareness of geography and current events. Questions are posed to students each morning on the intercom with a geography lesson that prefaces and is tied to the news programs that follow. These conversations carry over into their classes, throughout school halls and lunchrooms, and ultimately continue in their homes. To build on that conversation, communication between school and home has improved through the registration of parent email addresses. Faculty and administration send out daily or weekly information to help keep parents informed. The school also keeps a school Facebook page updated, maintains a creative school website, and communicates through an online learning management program. At Daphne High School the faculty and staff believe they have a moral responsibility to provide an inspiring learning atmosphere for students.

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

Daphne High School employs a rigorous English Language Arts curriculum designed around the current Alabama State Course of Study for English/Language Arts. According to state guidelines, courses offered include Ninth Grade World Literature, Tenth and Eleventh Grade American Literature, and Twelfth Grade British Literature. Because English is taught using a comprehensive language arts curriculum, each includes an appropriate grade level language/grammar/writing/vocabulary component. Regular and Honors level classes are offered in ninth and tenth grades and Regular, Honors, Advanced Placement, and IB level classes in eleventh and twelfth grades. Electives include Creative Writing, Creative Writing II, Gifted Writing, Journalism and Theater classes. We have a school-wide literacy plan requiring students to log their independent reading. Through an innovative, integrated, daily collaborative mini-period, students struggling with reading can get assistance through teacher and peer tutoring. Enrichment opportunities that fall into the English elective categorization are also provided for those who are interested in special topics such as The Bible as Literature, Book Clubs, Epic Themes in Sci-Fi & Fantasy and Coffee House Beatniks. Students also have the opportunity to take online courses through Alabama's ACCESS Distance Learning Program.

The Daphne High School English Department strives to offer the very best in diverse, challenging and interesting education adapted for all learning styles and ability levels. A school-wide writing rubric is in place and shared with the middle school. Essay writing is required in all classes and technology is

used to enhance the process. Recognizing the importance of incorporating digital media, teachers are ever cognizant that technology is only meant to augment instructional practices and continue to model best practices and engender personal relationships with students.

The staff at Daphne High School goes to great lengths to identify, assess and remediate struggling readers. Kindle Fires are used to motivate students to read. Benchmark skills tests are administered every four weeks to track student success and progress. An in-house reading specialist tests any student suspected of having a deficiency. If a student is identified as in need of remediation, he or she is placed in a specially designed reading skills and remediation class scheduled during a daily school-wide professional learning community mini-block. The classes are taught by English Department Staff, who test and chart students' progress and improvement according to Response to Instruction (RtI) guidelines. Remedial students are assigned to English teachers who track improvement and evaluate the success of remediation for each individual student.

### **3. Mathematics:**

The Daphne High School Mathematics curriculum consists of Algebraic Connections, Algebra 1, Geometry, Algebra 2 with Trigonometry, Algebra 3 with Statistics, Pre-calculus, and AP Calculus. The Standard Level and Math Studies for the International Baccalaureate Program is also offered. The state default diploma requires that all students complete math through Algebra II/Trig before they graduate, although parents and students may choose to opt out if the child has a weakness in math. This will satisfy most college prerequisites. Course of study includes the following:

- Algebra 1- Ratios, percentages, proportions, linear equations, and polynomials
- Geometry- Knowledge of shapes and properties that assists with development of spatial sense. Emphasis on deductive reasoning.
- Algebraic Connections- Bridge from Geometry to Algebra 2
- Algebra 2/Trig-Designed to extend student's algebraic knowledge and applications to real-life problems
- Algebra 3 & Statistics- Higher level algebra and introduction to basic college level statistics
- Pre-calculus- Expanded study of polynomial functions, conic sections, logarithmic and exponential equations, and their applications.
- AP Calculus-Limits and continuity, derivatives and their applications, integration,

There are numerous paths available for students depending on their individual goals. The student who struggles in math can take Algebra A/B freshman year, Geometry A/B sophomore year, Algebra Connections junior year, and Algebra 2 senior year. Experience has shown that this track is the best method to insure success. These classes are at a slower pace and the student has math year round in our block system. We have some teachers that give students discs to take home that are supplemental materials which correlate with our textbooks. This system insures year-round practice in a subject in which the student struggles.

Because freshmen math failures have been identified as our most notable area of weakness, a diagnostic test is now administered to 8th graders prior to registration meetings with counselors to provide insight towards their math placement. Everyday math tutoring and remediation opportunities are available during an enrichment and remediation mini-period. There is also an AP Calculus problem solving class and ACT math prep class. During these classes teachers can spend time working individually with students who are struggling with math concepts. Student tutors also assist as part of the "Trojans Helping Trojans" motto. This time has benefited the school and students by improving ACT and AP test scores, helping students pass the graduation exam, and improving school morale because more students are passing classes. Teachers also use this time each Wednesday to

collaborate and train within departments. The math department has integrated Promethean boards, graphing calculators, iPads, and many other technological tools into classroom instruction.

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

Science teachers at Daphne High School uphold the school mission statement by creating a learning environment that challenges and nurtures students. Teachers utilize inquiry-based instructional techniques to ensure that students create, explore, and investigate in order to move toward established habits of critical thinking and independent learning. Students are encouraged to support the local community, promote civic affairs and understand international scientific needs and concerns.

The science department understands the importance of teaching 21st century skills to each student. Technology is used regularly through webquests, creating podcasts and presentations, internet research and much more. Class sets of iPads make learning more engaging and extensive. Lab activities involving technology such as probeware allow students to analyze data and draw conclusions. Science students generate projects and evaluate their projects. By following the scientific method, students follow a procedure, hypothesize, collect data and analyze the results of their experiment in lab activities.

Students are asked to debate environmental issues such as global warming, environmental impacts of power generation, cloning and animal captivity. Local forensic scientists and law enforcement officers collaborate with the Forensic Science classes each semester. Together schools and law enforcement have developed workshops that would allow students to meet specialized Forensic Scientists and FBI agents as well as give them the opportunity to process a mock crime scene and solve a mock crime. Students visit our police stations and go to court to hear about forensic evidence brought forth in real cases. They also tour a local marine research facility to learn about their coastal environment and a local interactive science museum, which contains several scientific traveling exhibits.

Students are encouraged to participate in several community service activities related to the science field. Marine Science students study the importance of preserving the coastal community in which they live and participate in sea grass restoration projects along with a yearly coastal cleanup. Students are encouraged to volunteer with the sea turtle nesting project along the local beaches of the Gulf of Mexico. Committed to putting theory into action, a number of students are traveling to Costa Rica with their marine science teacher to assist in sea turtle research and rainforest reforestation. As an offshoot of the science department, the school also has an environmental club that conducts a recycling program by collecting paper and plastics to recycle through the city of Daphne.

#### **5. Instructional Methods:**

Daphne High School has embraced the innovative learning culture that is created through a technology-rich instructional environment. Our district has committed to provide every high school student and teacher with a laptop computer to use anytime, anywhere. We are preparing now for our school to be fully engaged in a one to one program. Teachers also utilize numerous other types of technology including Smart Boards and class sets of iPads and iTouches that run off the schools fully-equipped high-speed wireless internet network to create high-interest interactive lessons. We also have access to mobile laptop labs and dedicated ACCESS Labs for Alabama's Online Distance Learning Program, which offers a wide variety of online and blended courses.

The Daphne High School faculty recognizes that technology and curricula are only as good as the teachers implementing them. The articulated and practiced philosophy is that the relationship between teachers and students is the lifeblood of learning. Therefore, the key to educational success is personal care and relationships with all students. Teachers get to know their students, and their strengths and weaknesses. They work to meet each student's educational needs on an individual basis because personalization has been emphasized as a key pillar of our school vision.



As an extension of the regular course load, the daily Parthenon collaboration block not only allows academically successful students to take part in a vast array of “enrichment” activities, but also allows struggling students time embedded within the regular school day to get the help and remediation they need. Reading is an essential skill that transcends all other subjects. To ensure all students reach proficiency in reading, teachers refer students to the reading specialist who pulls them for intense remediation throughout the day. To further support students in maintaining good academic standing, mandatory tutoring is provided for any students whose grade falls below a 68 in a core subject.

All departments implement diversified instructional methods, tailored to individual classes and students. Lesson plans and teaching incorporate activities designed to appeal to all learning styles and modalities. Individualized Educational Plans are fully incorporated to assist special needs students. Students in need of remediation receive peer tutoring, teacher tutoring and re-teaching, and remediation using both digital and print materials.

## **6. Professional Development:**

The teachers and staff at Daphne High School are exposed to a variety of professional development opportunities at the school, district, and state level.

At the local school level, teachers are involved in departmentally-based professional learning communities. Time is embedded in the school day each Wednesday to share best practices. Additional workshops and learning opportunities are offered periodically during planning periods and on in-service days to improve instructional effectiveness. For the past two years our school-wide priorities have included the utilization of innovative instructional technology and the integration of effective reading and writing strategies across the curriculum.

At the district level, teachers have been given in-service days to collaborate with middle school teachers as a vertical team. This collaboration resulted in a plan for 8th and 9th grade teachers to visit one another’s classrooms and commit to ongoing conversations about expectations and objectives. These in-service days have also given teachers an opportunity to become more familiar with the latest technology that can be utilized in their classrooms including iTouches and iPads that are serviced by the school's newly installed wireless internet hubs. In preparation for our one to one laptop program as part of our digital renaissance, our principal and district leaders have partnered with the Mooresville, North Carolina, school district as well as Apple, Inc. consultants. There has been a move towards project and challenge-based learning.

At the state level, teachers utilize online courses during the school year and face to face courses during the summer to keep themselves abreast of the latest school trends and policies. These opportunities encompass classroom activities, curricular changes, and many other classroom issues. Examples of these courses include Science in Motion, Alabama Math Science Technology Initiative (AMSTI), and various subject specific classes that teachers have attended throughout the state of Alabama.

All professional development activities at all levels support teachers to improve their understanding of the classroom standards and help improve their delivery of those standards. New and veteran teachers benefit from the frequent sharing of best practices and help keep them up to date with the latest opportunities that are available to them and their students. These all help keep the classroom instruction fresh and relevant to the students and that improves student comprehension and performance.

## **7. School Leadership:**

In recognition that the relationship between students and teachers is the lifeblood of learning, the leadership philosophy at Daphne High School is that in the best organizations, there is a palpable sense of “we”. Leadership is shared among the students, parents, school staff, community, and administration

through advisory groups at each level. Members of the advisory groups provide regular input to the principal and make presentations in faculty meetings. We also have a community foundation -- Supporting Educational Enrichment in Daphne Schools (SEEDS) -- that helps provide community support. Leadership team members are committed to making school an intensely industrious environment through having high expectations for teachers and students. School administration is comprised of the principal and three assistant principals. Three school counselors and a social worker are participants in multiple advisory groups. The principal believes that energy flows from those who are given a voice and have opportunities to grow and lead; therefore, professional growth is promoted through mentoring experiences led and initiated by the principal.

Designed to contribute to a community-based architecture, a programmatic structure called Parthenon has been established through which remediation, collaboration, and cultural and academic enrichment can flourish as an extension to the regular school day. Quarterly teacher to teacher classroom observations are required with documentation sent to the principal. Weekly grade book audits are done by the principal to ensure assessment practices are consistent with policy. To bridge the school to home connection, weekly emails from teachers and counselors to parents are required. The principal also sends out a weekly email to parents with a copy to all faculty and staff and keeps up a Facebook page with regular updates for the school. Students feel that they know their principal, that their principal cares about them and the school, and that their principal is easily accessible.

Instructional leadership is clearly prioritized as the principal and assistant principals establish a regular presence in classrooms in an authentic effort to push academic rigor and establish best practices.

Administrators set examples acting as teachers as well. For example, the principal took a lead role in the school-wide reading initiative and taught a section of reading remediation to seniors who had previously failed. Over 85% of them passed on the next test administration. The principal also mentored International Baccalaureate students with essays. Assistant principals assist teachers and students with labs and with instructional technology. To provide the best learning environment for today's students, administration sought funding that ultimately paid for our school to be equipped with a wireless network for teacher and student use, a transformative move, as Daphne High School was the first school in the district to move forward with a comprehensive instructional technology overhaul. The science department chair developed a school-wide grant committee that has brought funding for many projects, including some that included class set of iPads and Kindle Fires.

The principal makes daily announcements where priorities are emphasized and a supportive leadership presence is made known. Student achievement is clearly a priority, whether it is facilitated through sports, performing or visual arts, or academic programs. To help provide an inspiring learning environment, administrators spend time and do the work to get to know students and teachers on a personal level. This means visiting classrooms, attending extra-curricular events, seeking input, responding to emails, and having an open door.

Strong emphasis is placed on school being a student-centered environment where inspiration between student and teacher is a reciprocal relationship. The intent of Daphne High School's leadership is to make school a place where students and teachers thrive.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Alabama High School Graduation Exam

Edition/Publication Year: McGraw Hill Publisher: 3rd Edition/1999

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level III and IV	99	99	90	92	92
Level IV	21	20	24	28	19
Number of students tested	189	212	266	272	312
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III and IV	100	98	70	77	82
Level IV	19	15	9	11	15
Number of students tested	34	38	47	43	38
<b>2. African American Students</b>					
Level III and IV	100	100	69	80	87
Level IV	14	3	12	15	11
Number of students tested	27	29	61	55	63
<b>3. Hispanic or Latino Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Level III and IV			34	43	43
Level IV			3	4	0
Number of students tested			29	23	29
<b>5. English Language Learner Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					
The Alabama State Department of Education does not report results for subgroups containing less than 10 students. Subgroups left blank had less than 10 students testing.					

12AL4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Alabama High School Graduation Exam

Edition/Publication Year: McGraw Hill Publisher: 3rd Edition - 1999

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level III and IV	100	97	87	89	89
Level IV	27	24	15	23	21
Number of students tested	189	212	266	272	312
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III and IV	100	95	57	66	74
Level IV	19	57	2	5	8
Number of students tested	34	38	47	43	38
<b>2. African American Students</b>					
Level III and IV	100	100	64	76	79
Level IV	11	10	3	7	7
Number of students tested	27	29	61	55	63
<b>3. Hispanic or Latino Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Level III and IV			28	35	43
Level IV			3	4	0
Number of students tested			29	23	29
<b>5. English Language Learner Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					
The Alabama State Department of Education does not report results for subgroups containing less than 10 students. Subgroups left blank had less than 10 students testing.					

12AL4

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level III and IV	99	99	90	92	92
Level IV	21	20	24	28	19
Number of students tested	189	212	266	272	312
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III and IV	100	98	70	77	82
Level IV	19	15	9	11	15
Number of students tested	34	38	47	43	38
<b>2. African American Students</b>					
Level III and IV	100	100	69	80	87
Level IV	14	3	12	15	11
Number of students tested	27	29	61	55	63
<b>3. Hispanic or Latino Students</b>					
Level III and IV					
Level IV					
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Level III and IV			34	43	43
Level IV			3	4	0
Number of students tested	0	0	29	23	29
<b>5. English Language Learner Students</b>					
Level III and IV					
Level IV					
Number of students tested	0	0	0	0	0
<b>6.</b>					
Level III and IV					
Level IV					
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
The Alabama State Department of Education does not report results for subgroups containing less than 10 students. Subgroups left blank had less than 10 students testing.					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level III and IV	100	97	87	89	89
Level IV	27	24	15	23	21
Number of students tested	189	212	266	272	312
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III and IV	100	95	57	66	74
Level IV	19	57	2	5	8
Number of students tested	34	38	47	43	38
<b>2. African American Students</b>					
Level III and IV	100	100	64	76	79
Level IV	11	10	3	7	7
Number of students tested	27	29	61	55	63
<b>3. Hispanic or Latino Students</b>					
Level III and IV					
Level IV					
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Level III and IV			28	35	43
Level IV			3	4	0
Number of students tested	0	0	29	23	29
<b>5. English Language Learner Students</b>					
Level III and IV					
Level IV					
Number of students tested	0	0	0	0	0
<b>6.</b>					
Level III and IV					
Level IV					
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
The Alabama State Department of Education does not report results for subgroups containing less than 10 students. Subgroups left blank had less than 10 students testing.					