

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Mr. William Eugene Broadway

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

Official School Name Spain Park High School

(As it should appear in the official records)

School Mailing Address 4700 Jaguar Drive

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

Birmingham

City

Alabama

State

35242-4678

Zip Code+4(9 digits total)

County Shelby

State School Code Number* 0010

Telephone (205) 439-1400

Fax (205) 439-1401

Web site/URL http://www.hoover.k12.al.us/sphs

E-mail broadway@hoover.k12.al.us

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

Date _____

Principal's Signature _____

Name of Superintendent Mr. James Andrew Craig

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

District Name Hoover City Schools

Tel. (205) 439-1000

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

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mrs. Donna Cook Frazier

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

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

Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: _____ 10 Elementary schools
 _____ 3 Middle schools
 _____ 0 Junior High Schools
 _____ 2 High schools
 _____ 2 Other
 _____ 17 TOTAL
2. District Per Pupil Expenditure: _____ 11663
 Average State Per Pupil Expenditure: _____ 8403

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	188	200	388
2			0	10	201	163	364
3			0	11	130	143	273
4			0	12	188	179	367
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1392

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 4 | % Asian or Pacific Islander |
| 17 | % Black or African American |
| 3 | % Hispanic or Latino |
| 76 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 9 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	45
(2)	Number of students who transferred from the school after October 1 until the end of the year	78
(3)	Total of all transferred students [sum of rows (1) and (2)]	123
(4)	Total number of students in the school as of October 1	1331
(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. Limited English Proficient students in the school: 2 %
 23 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Arabic, Berber, Korean, Spanish, Swahili, Urdu

9. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 165

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

10. Students receiving special education services: $\frac{7}{94}$ % Total Number of Students Served

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

9	Autism	1	Orthopedic Impairment
0	Deafness	24	Other Health Impairment
0	Deaf-Blindness	45	Specific Learning Disability
3	Emotional Disturbance	7	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	5	0
Classroom teachers	111	4
Special resource teachers/specialists	0	1
Paraprofessionals	8	0
Support Staff	42	0
Total number	166	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{13}{1}$: 1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	95 %	97 %	96 %
Daily teacher attendance	95 %	95 %	95 %	95 %	95 %
Teacher turnover rate	9 %	22 %	14 %	13 %	2 %
Student drop out rate (middle/high)	2 %	1 %	2 %	2 %	1 %
Student drop-off rate (high school)	2 %	3 %	3 %	3 %	2 %

Please provide all explanations below

The teacher turnover rate during during the 2005-2006 school year was largely due to a change in the coaching staff. An uncommonly large number of teachers married and moved to another area with their spouse.

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

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

Graduating class size	271	
Enrolled in a 4-year college or university	86	%
Enrolled in a community college	11	%
Enrolled in vocational training	0	%
Found employment	2	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Spain Park High School, a large suburban public high school serving approximately 1400 students in grades 9-12, is located in Hoover, Alabama. Spain Park is located in close proximity to several competitive high schools in the Birmingham-Hoover metropolitan area and enjoys partnerships with many local higher educational institutions. Having recently celebrated its fortieth birthday, Hoover attracts potential residents due to its abundant, affordable housing, a 'safe city' reputation, and incredible tax revenue. Due to its environmentally friendly civic programs, Hoover was selected as LivCOM'S silver and bronze award winner for being an environmentally-friendly city.

Since Spain Park opened its doors in 2001, a legacy of excellence has been built in a short time. Reflecting the belief that student learning is the chief priority, Spain Park's Mission Statement centers upon promoting academic excellence while preparing students to thrive in the future as contributing citizens. Expectations of all stakeholders are very high which is supported by the tremendous resources that have been provided to Spain Park High School to make it one of the best in a competitive area. All classrooms are equipped with advanced technology, including an LCD projector and screen, Airliner, document camera, Classroom Performance Systems (CPS), DVD/ VCR, and a sound amplification system. Teachers receive ongoing training focused on technology implementation and integration. Along with phenomenal resources, Spain Park boasts an impressive faculty: 67% of the 111 classroom teachers have taught more than five years; 62% hold at least a Master's Degree or higher; and nine have National Board Certification. Spain Park has also implemented an innovative, modified 7-period schedule that allows for daily student academic support, weekly embedded professional development, and a weekly enrichment period.

The Hoover school district has a 31.5% transient rate over three years, so the student population changes annually, creating a challenge for a high-achieving school. Six languages are represented at Spain Park by the 1.65% Limited English Proficiency students. The student body is comprised of 75.5% Caucasians, 3.3% Hispanics, 17.1% African Americans, 3.8% Asians, and .13% American Indians. While some students come from affluent homes, others live in limited-income housing; 11.8 % of the students receive free/reduced lunch.

Regardless of these challenges, Spain Park students are outstanding! In the Class of 2007, 79% graduated with an Advanced Academic Diploma with 40% receiving nearly \$6 million in scholarships. In addition to the 97% of graduates who go on to post-secondary schools, Spain Park boasts two National Merit Scholars and three Commended Scholars. In addition to academic recognition, students can earn a school letter for academics, fine arts, and community service achievement. Spain Park students have the opportunity to select from twenty four career majors in nine schools of study. Additionally, students can choose from among 12 Pre-AP classes, 16 AP courses, and/or 10 dual enrollment courses. Spain Park High School was recognized by Newsweek magazine as one of the top high schools in the country.

Spain Park is diligent in addressing the needs of all students. A recognized leader in rigorous instruction, Spain Park served as a pilot site for the ACCESS program and now provides curricular support to schools across Alabama. Computer-based reading programs and proactive remediation courses combine to account for a 99% passing rate on the AHSGE. Weekly school-wide ACT preparation contributes to an average ACT composite score of 22.4, which is higher than both the state and national averages. Spain Park has addressed specific achievement gaps by creating both boys' and girls' Minority Achievement Councils, which provide tutoring and peer support for African American students.

Overall, Spain Park is one of the most well-balanced high schools in Alabama, supporting a blend of academics, athletics, fine arts, and community service as important components of the education of each child.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Spain Park High School works diligently to meet and exceed all state assessment standards. Under No Child Left Behind, Adequate Yearly Progress (AYP) describes whether a school meets its accountability goals, which are based on state assessments using three indicators: reading, mathematics, and one additional indicator as determined by the level of the school. The additional level in high schools is based on the graduation rate. Schools must have a 95% participation rate and meet a Proficiency Index Goal of 0 in the areas of reading and math. High schools must meet a graduation rate goal of 90%. If a school does not meet one or more of these goals, the school is considered not to have met AYP. Results are reported to the schools each fall and are broken down into subgroups of ethnicity, special education, limited English proficiency, and free/reduced lunch. If a school has fewer than 40 students in any one reported subgroup, a N/A is reported. If a school does not meet AYP, that school enters into a tiered plan for school improvement.

At the high school level in Alabama, accountability is measured by the Alabama High School Graduation Exam (AHSGE) or the Alabama Alternate Assessment (AAA) used for significantly impaired students. The AHSGE encompasses five subject tests—reading, language, math, science, and social studies. Each AHSGE test is standardized and derived from 11th grade state content standards. Each student earns a pass/fail grade for each subtest. The minimum score to pass varies by test. Students who fail a test receive their score and a student-specific competency sheet outlining their mastery or non-mastery of content standards.

Spain Park's state assessment results show that 96% of students in math and 94% in reading meet and exceed state standards. Within subgroups, 99% of the White population and 100% of the Asian/Pacific Islanders meet and exceed state math standards while 86% of the Black population and 87% of Hispanics meet and exceed the same standards. In the area of reading, 96% of White students and 92% of Asian/Pacific Island students meet and exceed state standards. Meeting and exceeding the same reading standards, the Black population achieved an 85% and the Hispanic population an 81%. Although a small achievement gap exists between the subgroups, Spain Park High School traditionally meets and exceeds the state standards of reading and math in all categories. Spain Park also has a graduation rate of 93%, which is representative of the school's historically high graduation rate.

2. Using Assessment Results

Spain Park High School focuses strategically on assessment data. Spain Park uses data from the Alabama High School Graduation Exam (AHSGE), ACT, PLAN, PSAT, Alabama Direct Assessment of Writing (ADAW), the Advanced Placement (AP) exams, Spain Park common assessments, course grade distributions, and student grades to set student and school-wide goals throughout the year. All teachers have access to standardized test data online through TestTrax and course grades through Software Technology, Inc. (STI). Teachers meet monthly in Professional Learning Community (PLC) groups for instructional planning and common assessment development using the local and state Course of Study for each discipline. PLC groups analyze data each semester to determine strengths and weaknesses of individual teachers.

AHSGE data is used to place students who have not passed all sections of the exam in remediation courses targeted to specific content (i.e., reading, math) until a passing score is achieved. Teachers counsel students during an academic support time regarding test scores and course grades. Students use this academic support time to get extra help from their teachers and participate in ACT preparation activities. AP teachers receive individual student scores and instructional planning reports regarding their students' exam performance, which helps teachers augment weak areas for the next school year. PLC groups discuss grade distributions for individual courses each grading period and common assessment results each semester to strengthen the courses to ensure student success. Spain Park also instituted minority student support programs such as the boys' and girls' Minority Achievement Councils based on achievement gaps gleaned from AHSGE and ACT data. The Best Practices committee uses data from Spain Park and other schools to determine school management and curricular directions.

Spain Park's integration of academic support time, the innovative bell schedule, and embedded staff development resulted from analyzing data from Spain Park and model schools across the country.

3. Communicating Assessment Results

Spain Park utilizes numerous mechanisms to communicate student performance. The local newspapers publish test results each year, allowing community stakeholders to compare performance among schools. The state of Alabama issues a yearly report card detailing a school's assessment results and highlighting the school's Adequate Yearly Progress (AYP) status. Spain Park mails assessment results to each student's home following each test administration, and the guidance staff is available for individual student and parent counseling. Guidance counselors meet with grade level groups to review assessment reports and assist students in interpreting individualized standardized data. The administration conducts meetings with the Parent-Teacher-Student Organization (PTSO) following each test administration to explain test result implications. Spain Park's school profile, which includes assessment results, is posted online and updated regularly. Faculty and staff are kept abreast of assessment results through several means. Faculty meetings, PLC group discussions, and access to online and school-managed databases all provide teachers and staff with access to assessment data and its implications.

4. Sharing Success:

During the course of Spain Park's very short history, the school has been recognized as a model for other schools due to its academic achievements and innovative approaches to curriculum, scheduling, and overall school atmosphere. Several times during the school year, Spain Park hosts site visits by other schools wanting to observe classes and technology. Teachers are also involved in the Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) distance learning program, allowing students in schools not offering certain AP and other specialized classes to take courses with Spain Park educators, both via video conferencing and on line platforms.

Spain Park High School participates in the Jefferson County STELLAR program in which master teachers mentor other teachers applying for National Board Certification. In addition, teachers and administrators attend the Alabama Best Practices Professional Development quarterly meetings where new approaches to school issues are shared and discussed. Spain Park regularly meets with its sister school to share ideas and continually develop the school system's curriculum. Not only do the teachers regularly attend conferences, but also they present programs at local and national conferences relating to curriculum, discipline, and teaching practices.

Spain Park has a healthy relationship with the local print and broadcast media. The Birmingham News and other local newspapers report positive stories about the school's academic and extra curricular successes, while local television stations relay information from the school's academic awards assemblies as well as extracurricular achievements. Recently, the Spain Park band performed in Italy in a parade at the Vatican, and Minority Achievement Council students delivered unused school television sets to a south Alabama high school devastated by a tornado. These events were covered extensively by local media. In addition, The Birmingham News prints weekly articles written by the students dealing with school achievements and issues.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

While Spain Park uses the 4x4 model (four years of study in math, science, social studies, and English), and incorporates an innovative schedule to maximize student success. Courses offered support a variety of academic interests and needs. With such a variety of elective courses offered, the freshmen class has the opportunity to select one of twenty four majors from nine schools of study helping them narrow their focus in an organized, effective manner.

Social Studies: Students are required to take World History/Geography, two years of U.S. History, and Economics/Government. For all required courses, a Pre- AP and AP equivalent course is offered. Additionally, Advanced Placement courses are offered in Psychology and Human Geography. Elective courses include Special Topics in Holocaust Studies, Media and American Democracy, America in the 20th Century, and International Relations. All instruction incorporates critical thinking, analysis of primary source documents and thematic analysis of eras.

Math: Students are required to take four years of math that must include Algebra I and Geometry. Students are encouraged to complete Algebra II for college readiness, with a significant number of our students completing Pre-Calculus or another advanced math. Other math courses offered include Algebra 1-A, Algebra 1-B, Geometry A and B, Pre-AP Geometry, Algebra II with Trigonometry, Algebra II without Trigonometry, Algebraic Connections, Pre-AP Algebra II, Algebra III, Pre-Calculus, Pre-AP Pre-Calculus, Regular Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Students are challenged to apply their math skills and apply critical thinking skills to problem solving situations.

Science: Students are required to take Biology or Pre AP Biology and three other years of science electives. Science electives offered are Active Physical Science, Chemistry (Regular and AP), Physics (regular and Pre-AP), Chemics, Earth Science, Environmental Science, Anatomy and Physiology, AP Biology. Most students choose a variety of biological and physical sciences, leading to an understanding of living things and there interaction with the universe. Students are challenged to think critically about scientific data and the implications of science on society through inquiry-based instruction.

English: Four years of English are required. In addition to studies in American and British Literature, AP Language, AP Literature, Journalism, Debate, Creative Writing, Shakespeare, and Mythology are offered. Students are encouraged to focus on critical reading and writing skills. In addition, students demonstrate research and presentation techniques. All students are required to do summer reading.

Foreign Language: An Advanced Diploma requires two years of a foreign language. A variety of languages are offered including Spanish, French, German and Latin. All courses include progressive years of instruction and Advanced Placement courses are offered in Spanish, French and Latin. Students study languages through grammar, conversation and culture. Courses utilize computer assisted learning strategies in the school's language lab. Culminating events include summer excursions to foreign countries for immersion in the language and culture.

Fine Arts: One fine art credit is required for graduation. The visual arts include introductory and advanced courses in ceramics, drawing and painting, digital photography, and AP studio art. The performing arts include concert and show choir courses, piano, concert and marching band, jazz ensemble, dance courses, and a variety of theater courses. Spain Park fine art students are consistently recognized as local, state, and regional award winners.

2b. (Secondary Schools) English:

The English curriculum consists of English 9, 10, 11, and 12 with AP classes in grades 11 and 12. In addition to English classes, the school offers electives in Shakespeare, Mythology, Creative Writing, Debate, and Journalism. All English classes are considered college preparatory classes, with all courses being designed around six important learning outcomes:

- a. The Reading Process - Students use strategies to comprehend, interpret, evaluate, and appreciate what they have read.
- b. Literary Analysis ' Students use specific examples and analysis to critique literature and nonfiction articles.
- c. The Writing Process ' Students draft, revise, edit, and present a final copy of major writing assignments, using peer and teacher editing to help them.
- d. The Research Process ' Students use multiple sources to produce research based writing and projects, focusing on accuracy and avoiding plagiarism.
- e. Vocabulary Development - Students improve vocabulary through intensive isolated vocabulary study as well as contextual vocabulary work.
- f. Standard English Grammar/Structure ' Students write and speak using Standard English grammar and structure.

While the school's efforts to improve reading skills begin with teachers assigning rigorous readings in English classes and across the curriculum, Spain Park seeks to help all students' literacy levels. Read 180, a remedial course offered to students who test two or more grade levels below their current grade, is a structured course designed to achieve significant improvements in reading fluency and comprehension. A foundational reading course is offered for special education students to assist with fundamental language development, while integrating the Reading Navigator program. PLATO, another computerized program, is utilized for practice and remediation and is available throughout the school.

3. **Additional Curriculum Area:**

As directed by Spain Park High School's Mission Statement, the Science department upholds a philosophy of instruction that prepares students to think critically and be life-long learners. Teachers are on the cutting edge in using inquiry instruction, piloting inquiry programs, and giving presentations for this model. As part of a National Science Foundation field test of inquiry-based instruction, analyses showed a statistically significant increase in positive attitudes toward science and an increase in content knowledge as compared to students learning through a traditional method. Because of the real-life application of inquiry instruction, it is effective in reaching a full range of students in an inclusive classroom. Additionally, direct instruction, demonstrations and small group and whole class discussions are utilized. This ensures that the learning experiences are varied, student-centered and meaningful.

Students are required to complete four years of lab-based instruction. As freshmen, most students take a conceptual physics course that requires critical thinking about the natural world and builds a firm foundation for future courses. All students are required to take Biology or Pre-AP Biology by the end of their sophomore year. The remainder of a student's science education is chosen from diverse electives in biological and physical sciences. Students learn real-life applications of content, such as preserving the wildlife habitat of the local Cahaba River, the physics of driving, chemistry of art, local geography, and forensics. Through projects such as 'Make a Meal,' biology students determine nutritional value of meals they create during an energy unit. These real life applications of content lead to an understanding that science is not confined to a lab, but it is an integral part of their lives.

4. **Instructional Methods:**

Spain Park institutes innovative instructional strategies. In 2007, Hoover City Schools equipped core academic secondary classrooms with advanced technology, including a ceiling-mounted LCD projector connected to the teacher's computer, a DVD/VHS player, an Airliner portable SMART Board, an ELMO document camera, Classroom Performance System (CPS) student clickers, and an audio-enhancement system. This technology allows teachers to develop interactive and innovative lessons. All Hoover City School teachers implement differentiated instruction into daily lesson planning following district- and school-sponsored professional development. Spain Park participates in Advanced Placement (AP)

Vertical Teaming activities within departments and with the middle school. Spain Park has identified the ninth-grade year as an important transition and implemented a High School 101 course taken during the first semester of high school. During this course, students learn skills to succeed in high school and choose a major to direct future elective choices. Spain Park has opened elective course offerings to provide students with a variety of academic options and teachers with courses in tune with their strengths and interests.

All curricular departments emphasize active learning and go beyond the textbook to incorporate a rich array of supplemental material. Science teachers emphasize an inquiry-based philosophy in each course with labs, data-driven discussions, and hands-on experiences. Math teachers focus on application through calculator skill training, projects, labs, games, and problem solving via modeling. English teachers encourage reading and writing through multiple assessment practices including portfolios, research papers, peer editing, literature circles, journaling, annotating texts, jigsaw classroom activities, and computer-based projects. Social studies teachers focus on exposing students to authentic historical experiences and perspectives through web-based resources and primary source documents. Ultimately, all PLC groups within curricular departments assess instructional methods through common assessments, which hold all teachers accountable to local and state standards without sacrificing a teacher's academic freedom.

5. **Professional Development:**

Achievement goals and intervention strategies are supported through an extensive professional development program that includes district- and school-level professional development opportunities. Peer observations, participation in regional in-service opportunities, and model co-teaching pairs are common practices that occur throughout the year.

Hoover City Schools offers two annual professional development days for teachers to meet. The first professional development day allows teachers from across the district to meet together, sharing ideas and concerns to help improve instruction. Most recently, district professional development has been focused on differentiated instruction. The second district professional development day is devoted to improving practices within school-based learning communities, departments, and across curricula within the school.

Spain Park's weekly school schedule incorporates a late start day every Wednesday, embedding professional development time during the school day. This weekly time for teachers allows for many different opportunities for professional development including curriculum planning, learning community collaboration, faculty professional development activities, and technology improvement and implementation.

Spain Park has recently implemented a major technology initiative for every classroom. Extensive training has been conducted to train all faculty members on the seamless implementation of these instructional tools. During the summer, a week-long training session was held for all faculty members, along with monthly technology follow-up training.

Annually, every teacher completes a Professional Development Plan for the upcoming year. Each individual plan includes personal goals that are established by each teacher that focus on areas of weaknesses based on evaluation results, or program and personal development goals.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 11 Test Alabama High School Graduation Exam
 Edition/Publication Year 3rd Edition/199 Publisher Alabama State Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting and Exceeding	94	93	94	97	96
% "Exceeding" State Standards					
Exceeding	26	30	37	37	
Number of students tested	363	300	298	350	297
Percent of total students tested	100	100	99	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	85	89	84	88	83
% "Exceeding" State Standards					
Exceeding	6	13	15	18	
Number of students tested	63	46	61	49	40
2. Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	77	81	81	77	84
% "Exceeding" State Standards					
Exceeding	8	15	14	4	
Number of students tested	47	27	41	26	38
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	52	40	64	75	77
% "Exceeding" State Standards					
Exceeding	4	0	7	19	
Number of students tested	24	20	14	16	13
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	81	67			
% "Exceeding" State Standards					
Exceeding	6	25			
Number of students tested	16	10			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting and Exceeding	96	93	94	94	91
% "Exceeding" State Standards					
Exceeding	31	29	38	37	
Number of students tested	363	300	295	350	296
Percent of total students tested	100	100	98	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	86	87	77	80	68
% "Exceeding" State Standards					
Exceeding	9	9	15	18	
Number of students tested	63	46	61	49	40
2. Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	77	89	83	77	68
% "Exceeding" State Standards					
Exceeding	10	15	19	15	
Number of students tested	47	27	41	26	38
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	64	35	57	69	54
% "Exceeding" State Standards					
Exceeding	4	0	14	6	
Number of students tested	24	20		16	13
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	88	83			
% "Exceeding" State Standards					
Exceeding	6	17			
Number of students tested	16	12			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting and Exceeding	99	99	99	99	
% "Exceeding" State Standards					
Exceeding	33	39	37	34	
Number of students tested	272	281	303		
Percent of total students tested	96	99	93		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	95	94	93	97	
% "Exceeding" State Standards					
Exceeding	15	18	23	9	
Number of students tested	38	51	41		
2. Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	100	94	96	96	
% "Exceeding" State Standards					
Exceeding	9	16	4	11	
Number of students tested	22	32	21		
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	80	88	90		
% "Exceeding" State Standards					
Exceeding	10	6	10		
Number of students tested	10	16	20		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting and Exceeding	99	100	99	100	
% "Exceeding" State Standards					
Exceeding	32	40	38	34	
Number of students tested	272	281	303		
Percent of total students tested	96	99	93		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	97	98	95	100	
% "Exceeding" State Standards					
Exceeding	10	20	20	15	
Number of students tested	38	51	41		
2. Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	100	97	100	100	
% "Exceeding" State Standards					
Exceeding	18	22	17	22	
Number of students tested	22	32	21		
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meeting and Exceeding	90	94	90		
% "Exceeding" State Standards					
Exceeding	0	13	5		
Number of students tested	9	16	20		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					