



# **Accreditation Report**

**Central High School**

**Phenix City Board of Education**

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# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Central High School (CHS) is a suburban, comprehensive high school and career/technical center located in Phenix City, Alabama. According to the most recent published census from 2010, the city of Phenix City has the following demographic data:

-Total Population- 32,822 (26.3% under the age of 18)

oWhite- 48.7%

oBlack or African American- 46.6%

oAsian- 0.7%

oAmerican Indian and Alaska Native- 0.3%

oNative Hawaiian and Other Pacific Islander- 0.2%

oSome Other Race- 1.4%

oPopulation Reporting Two or More Races- 2.2%

-Unemployment Rate- 8.6%

-Mean Annual Income- \$34,599.00

-Below Poverty Level- 23.3%

Phenix City has two counties within its limits, Lee and Russell. Central High School is the only high school servicing students in grades 10-12 within Phenix City Schools.

Current enrollment at CHS is approximately 1,349 students in grades 10 through 12. The student population is sixty-six and a half percent black, twenty-seven and a half percent white, four percent Hispanic and two percent other. Seventy-eight percent of CHS students receive free or reduced-price lunches and fourteen and three-quarters percent are identified as special needs.

Central High School has a faculty of seventy-four full-time teachers with an average of twelve and a half years of experience. Ninety-five percent of the teaching staff meet or exceed the state and federal definitions of highly qualified. About forty-eight percent of faculty members hold advanced degrees (~Sixty-six percent for teachers).

The following major changes have been experienced by CHS:

Central High School is operating in its second year with a seven period day of fifty-one minutes, which was changed from a block schedule for the 2011- 2012 school year. To graduate, CHS students must now earn twenty-four credits. This number has decreased over the last two years, from twenty-six in 2012-2013 and twenty-seven in 2011-2012. The reason for the decrease in the number of credits to graduate is due to the transition from block to periods, which does not allow for as many electives. All students must complete: Health, Career Preparedness, Computer Applications, LIFE (PE), four math courses, including Algebra I and Geometry; four science courses, including Biology and a Physical Science; World History, US History A and B, Government and Economics; and four English courses.

of implementation in all Algebra and Geometry courses offered. Our math course progression options have also changed, with the phasing out of the Geometry A and B track. Beginning in the 2013-2014 school year, all students completing the Algebra I curriculum, regardless of taking in one or two years, must take the Geometry curriculum in its entirety within one school year. The class of 2016 must complete Algebra II or its equivalent in order to graduate.

During the 2011-2012 school year, the math department began transitioning from the Alabama Course of Study to the new Alabama College and Career Readiness Standards. During the 2012-2013 school year, the English Language Arts department began transitioning from the Alabama Course of Study to the new Alabama College and Career Readiness Standards.

PLAN 2020, Alabama's new accountability model, is being implemented with the 2013-2014 ninth grade cohort, which allows for more flexibility in students substituting career technical courses for college preparatory courses, and vice versa. Additionally, it allows students who wish to have a fine art or foreign language concentration to substitute those in lieu of other required electives. The goal is to better prepare the individual student for college or an immediate career and allows students to focus in areas of their interest.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### PHILOSOPHY

The purpose of Central High School is to provide learning opportunities for the development of each student to his/her fullest potential. This philosophy is best expressed by promoting academic achievement and positive self-concepts. Students are encouraged to develop and utilize their talents and abilities in an effort to promote their physical and social well being. Students should develop an appreciation of the democratic ideal with realization and acceptance of their civic responsibilities. Students are given the opportunity to accept individual responsibility, develop self-discipline, and make constructive use of their leisure time.

The curriculum is flexible and is periodically revised and improved in order to meet the needs and interests of students. The educational program provides options for students to find employment, enter the military, pursue post-secondary career and technical training, or go to college. It is expected that students view the school as a supportive and well-organized place in which to work and learn. It is the belief of Central High School that career/technical education is an integral part of the individual's total education.

It is the general belief that when opportunities arise, the school, home, and community should work together in the educational process to create in the student a desire for learning. Emphasis on the necessity of learning in order to cope with the diverse and complex problems of daily living is an integral part of the educational process.

### GOALS

1. Provide a variety of academic and career/technical activities.
2. Encourage students, teachers, and administrators to perform to the best of their abilities.
3. Develop an awareness of the importance of physical fitness.
4. Discover the importance of cooperation.
5. Develop an appreciation of the democratic ideal and the realization of one's responsibility to it.
6. Emphasize effective oral and written communication.
7. Teach the student to accept responsibility for his/her actions.
8. Develop a close relationship between school, home, and community through active participation in inter-related activities.
9. Make career/technical programs responsive to the community through advisory committees organized to provide input from business, industry, and government.

10. Provide programs in which teaching methods, activities, and materials are devised to meet individual student needs and learning styles. These programs will include the educationally disadvantaged and handicapped wherever possible.

11. Provide both youth (day courses) and adult (night courses) with employment skills through a program utilizing the best of two traditional training methods-learning through hands-on experience in career/technical laboratories and through cooperative training in the work setting.

12. Offer essential guidance and counseling services in personal/social, education, and career/technical areas. These opportunities should include assistance in course selection and career planning by the guidance department, supplemented by staff members.

CHS embodies its purpose and beliefs by providing a variety of college and/or career preparation opportunities.

Career/technical programs and program certifications:

Business Management & Administration: Microsoft Office Specialist (Word and/or PowerPoint and/or Excel) Finance: Microsoft Office Specialist (Word and/or PowerPoint and/or Excel)

Marketing: Microsoft Office Specialist (Word and/or PowerPoint and/or Excel) Culinary Arts: Serve-Safe Credential

Cosmetology: Barbicide Credential, State of Alabama Cosmetology License Health Care: Red Cross First Aid/CPR, Certified Nursing

Assistant Carpentry: NCCER Core and Craft Credentials, OSHA 10 Hour Certification Masonry: NCCER Core and Craft Credentials, OSHA 10 Hour Certification Auto Tech: NCCER Core and Craft Credentials, OSHA 10 Hour Certification

HVACR: NCCER Core and Craft Credentials, OSHA 10 Hour Certification, EPA Refrigerant Card Welding: NCCER Core and Craft Credentials, OSHA 10 Hour Certification

Education and Training

Naval JROTC: Completers enlist as E3 in any military branch.

268 credentials were attempted by students in 2012-2013 and 258 credentials were earned. (96.2%)

Chattahoochee Valley Community College has a partnership with CHS, which provides students with opportunities to earn postsecondary credits while in high school. Students may earn postsecondary credits in Advanced Biology (the equivalent of Biology 103 and Biology 104), Pre-Calculus, Calculus, Honors English 12 (the equivalent of English 101 and English 102), Honors US History A and B, Building Construction 5, Commercial Masonry, Welding 6, Education and Training Internship, Advanced Accounting, NJROTC 4, Health Science Internship, Advanced Health Seminar, Culinary Arts II, Advanced Spa Techniques, and Auto Technologies B.

There are a variety of elective courses available for students who wish to focus on furthering their potential through drama/chorus, art, foreign languages, music and Gifted. There are several levels of advancement in each of these elective areas. Additionally, Central offers twenty varsity competition teams in a variety of extracurricular activities and over a dozen academic/social clubs to develop the total student.

Students who are interested in accelerating or taking additional coursework have the ability to do so through Access and Credit Advancement. Both of these options are offered during school, after school and during the summer. Access is a distance learning program that allows students to take courses that may not be offered at Central through web based instruction. Credit Advancement is software based instruction that allows students to work ahead after school or over the summer in order to free up their schedule during the school year for additional courses or to graduate early.





## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Central High School met all accountability goals based on the eleventh grade class's performance on the Alabama High School Graduation Exam for the 2010-2011 and 2011-2012 school years. Graduation rate goals for the 2010-2011, 2011-2012 and 2012-2013 school years were also met. An increase was attained between the 2009 and 2010 graduating classes, as well as between 2010 and 2011, and the 2011 and 2012 graduating classes.

All accountability goals for the 2012-2013 school year were not met, with the proficiency goals for the All, Black and Free/Reduced Lunch subgroups for the class of 2013 not being attained in math and reading.

With the change from the AHSGE accountability requirements to PLAN 2020 and the implementation of the new Alabama College and Career Readiness Standards (CCRS), CHS plans to shift our main focus from achievement on the AHSGE to continued improvement of the graduation rate, as well as improved lesson planning and instruction utilizing the new CCRS standards, increase proficiency on the PLAN, ACT and End of Course Tests to ensure that Central High School graduates are college and career ready.

Starting with the graduating class of 2012, the state of Alabama changed the graduation rate calculation method to a more accurate four-year cohort graduation rate. This greatly affected CHS graduation rates when compared to previous years, although improvement was still noted from the graduating classes of 2010 and 2011, as well as between 2011 and 2012. We have seen a graduation rate increase of 11% in the last three years and have implemented programs to ensure that we continue to increase in order to surpass the state average. The implementation of a graduation coach who works hand in hand with the senior counselor allows for continuous credit monitoring and classroom achievement of those seniors who are behind. Our in-school and after school credit recovery program has proven successful in allowing students to catch up with their cohort if they were behind in credits. Additionally, we have a certified administrative athletic director that monitors all student athletes' grades and ACT scores beginning in their sophomore year to ensure that if they have the athletic ability for an athletic scholarship, that they have met all NCAA Clearinghouse requirements to receive such scholarships.

Central's dropout rate has decreased from 14% in 2010-2011, to 4% in 2011-2012, and to 2% in 2012-2013. Through continued counseling, monitoring and encouragement of students to stay in school students have found areas of interest in our career technical fields as motivation to remain in school.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The senior class of 2013 was the last class in which graduating seniors must have passed the Alabama High School Graduation Exam (AHSGE) in order to earn an Alabama High School Diploma. The senior class of 2014 will all receive the Alabama High School Diploma if they meet the credits required and coursework required. The AHSGE was phased out due to the new accountability plan for Alabama, PLAN 2020. The new assessments currently being implemented for all Alabama high school students are:

- PLAN (10th grade)
- ACT (11th grade)
- End of Course Tests (English 10 and Algebra I)

The state of Alabama has adopted the Common Core State Standards and added other state-specific objectives to create the College and Career Readiness Standards (CCRS). This is the first full year of implementation for the new English Language Arts College and Career Readiness Standards for CHS having begun the implementation process the year before. The 2012-2013 school year was the first full year of implementation of the new math College and Career Readiness Standards for CHS, coinciding with Saxon Math implementation.

In order to better prepare this junior class for the first school wide ACT administration we have administered a school wide ACT practice test to the junior class. Additionally, we have implemented a one hour ACT preparatory session per week through every science class. In addition to content preparation, students will be exposed to the nuances of the ACT in order for them to achieve maximum success. Also, we will have an ACT question of the day during the fifth period advisory period each for all students in order to prepare the entire student body for the ACT. Finally, we have provided an ACT practice website for students to work on their own in preparing for the ACT. During the 2013-2014 school year, an ACT preparatory course will be offered as an elective course as an additional means for students to maximize their ACT score for college admission and potential academic scholarship opportunities.

Beginning with the class of 2013, all graduates of Central High School must have completed fifty-five hours of community service during their high school career in order to receive any type of diploma. We are one of the few high schools in the state that has this as an additional local requirement. The Phenix City Board of Education and Central High School administration felt it was imperative that students understand the importance of giving back to their community.

Students in the Gifted Program at Central have successfully competed in both Alabama and National History Day at the University of Maryland. In the last three years, students from Central have been named the Outstanding Project from our state at the national competition. Additionally in 2012, a team from Central placed 5th nationally in the Group performance category. Last year a CHS team earned the outstanding project in Irish American History medal and team members were named National Endowment for the Humanities Scholars.

Our Future Problem Solving has placed 1st in the state for the past three years as has the Community Problem Solving Team. One group created a video that was adopted by the Alabama State Department of Education on Dropout Prevention as well as receiving recognition by the David Mathews Center for Civic Life. Last year's team raised the funds to renovate a playground for children with disabilities. This year they are focusing on increasing interest in science at the Middle School level through hands on projects and renovation of a lab facility at Central. Both teams were named International Finalists at the International Problem Solving competition at Indiana University.

Individual students have placed first in the local and state Farm City essay and multimedia contest as well as the Alabama Law Day competition and the Annual Soil and Water essay competition. This year we competed for the first time in the C-Span documentary competition and the Scholastic Arts and writing competition.

The Scholar's Bowl team placed first three years in a row at Southern Union competition and qualified for both regional and district competition. They also placed 1st in 2012, and 2nd in both 2013 and 2014 in the Andrew College competition as well as winning individual medals in Math, Science, Art and Writing.