U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [X] Magnet   [X] Choice

Name of Principal Mr. William J. Lancaster, III
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Galileo Magnet High School
(As it should appear in the official records)

School Mailing Address 230 South Ridge Street
(If address is P.O. Box, also include street address.)

City Danville   State VA   Zip Code+4 (9 digits total) 24541-1316

County Danville City   State School Code Number* 1374

Telephone 434-773-8186   Fax 434-773-8188

Web site/URL
          http://web.dps.k12.va.us/Schools/Galileo/   E-mail jlancast@mail.dps.k12.va.us

Twitter Handle N/A   Facebook Page N/A   Google+ N/A

YouTube/URL N/A   Blog N/A   Other Social Media Link N/A

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

                                             Date
(Principal's Signature)

Name of Superintendent*Dr. Edward Newsome, Jr.   E-mail: enewsome@mail.dps.k12.va.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Danville City Public Schools   Tel.   434-799-6400
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                             Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Edward C. Polhamus
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>6</u> Elementary schools (includes K-8)
   (per district designation):   <u>2</u> Middle/Junior high schools
      <u>3</u> High schools
      <u>0</u> K-12 schools

      <u>11</u> TOTAL

SCHOOL (To be completed by all schools)
2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>3</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	19	36	55
10	29	40	69
11	18	23	41
12	24	25	49
Total Students	90	124	214

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                         43 % Black or African American
                                          7 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                         49 % White
                                          0 % Two or more races
                                    100 % Total

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	214
(5) Total transferred students in row (3) divided by total students in row (4)	0.047
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
                                                        0 Total number ELL
    Number of non-English languages represented: 0
    Specify non-English languages: N/A

8. Students eligible for free/reduced-priced meals: 50 %

    Total number students who qualify: 108

If this method is not 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.

9.   Students receiving special education services: 5 %

                                                        10 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.

1 Autism	0 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	4 Specific Learning Disability
0 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	92%	93%	93%	95%
High school graduation rate	98%	96%	97%	98%	98%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	62
Enrolled in a 4-year college or university	47%
Enrolled in a community college	45%
Enrolled in career/technical training program	3%
Found employment	0%
Joined the military or other public service	3%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes___   No _X_

    If yes, select the year in which your school received the award.

PART III – SUMMARY

Galileo Magnet High School was opened in the fall of 2002 and is housed in a former vacant department store building. The empty building is indicative of the hard times Danville has undergone as it transitions from its heyday as a tobacco and textile town to trying to compete in the 21st century. By 2009, the Danville-MSA had an overall poverty rate of 21% and the Danville region has the highest metropolitan unemployment rate in Virginia. Since 2000, Danville has lost 11% of its population and been forced to close three elementary and one middle school. However, during this period of transformation Galileo Magnet High School has maintained a standard of excellence for the students of Danville.

Galileo's founding mission statement is still relevant as the school celebrates its twelfth year of existence. It reads, "Galileo Magnet High School, in partnership with family and community, will provide to all students a balanced, diverse, and challenging education experience that emphasizes individual responsibility in a global society. Through the integration of academics, strand classes, and technology, students will have the opportunity to develop the skills needed to enter the workforce of the 21st century." This mission statement can more aptly be summarized in the school's motto which is simple, "Global Competition Starts Here!" Our students are taught to take individual responsibility for their learning because they not only compete with students in neighboring divisions but with students internationally for both admission to academic institutions and future careers.

Our 214 students are a mix from the city's two middle schools, several local private schools, tuition students from neighboring counties, and students coming to public school from a home school setting. We are a school of choice for city residents with students selecting Galileo versus our district's other large comprehensive high school. Our student body is almost evenly split between White and African American students; however, our diversity has increased as Hispanic and Asian students now make up almost 10% of the student body. As expected from the current economic state, 50% of the students are eligible for free or reduced lunch.

Galileo Magnet High School has received various accolades both within the state and nationally. Last year, Galileo was ranked as one of the nation's best high schools by Newsweek, US News and World Report, and The Washington Post. In 2009, the U.S. Department of Education published a document entitled Successful Magnet High Schools: Innovation in Education, which recognized Galileo as one of the eight most successful magnet schools in the nation at that time. Galileo Magnet has also received the VIP Excellence Award from the Virginia State Board of Education.

Although Virginia's state accountability system has undergone significant revisions and updates to increase rigor in recent years, Galileo consistently exceeds all state and federal guidelines. Galileo has always met federal AYP and AMO targets. Last year, over 90% of all students either earned advanced or proficient scores in English, science, math and history. Additionally, 90% of all students in Gap Group 1 (Students with Disabilities, English Language Learners, and Economically Disadvantaged Students) and 95% of students in Gap Group 2 (African American Students) passed all required state exams.

This success can be attributed to our demanding curriculum and excellent faculty. We strive to prepare all students to be ready for International Baccalaureate, Advanced Placement, or dual enrollment classes during their junior and senior years. Our main focus is preparation for the International Baccalaureate Diploma Programme where our students regularly score above the world average in biology, psychology, and Spanish. Besides participation in IB, we have students selected for our regional Governor's School and our newly created regional Academy for Engineering and Technology. Our students also have the opportunity to complete one of three strands, which are elective concentrations in a specific discipline. The strands in Advanced Biotechnology, Advanced Publications, or Advanced Communications and Networking, expose our students to in-depth exploration of a chosen field.

Although brief, Galileo has a strong history of service and excellence outside of the classroom. Students serve on local political advisory boards, volunteer in numerous organizations (such as TOPSoccer for

students with physical or mental needs or the Danville Area Humane Society), and participate in active school clubs (such as BETA, SCA, Roots & Shoots, FIRST Robotics and Junior Engineering and Technology Society). We are active in the Virginia High School League in both athletics and academics. Our school publications have won first place in the VHSL for both yearbook and creative writing. Additionally, we have qualified for regional competition in forensics, theatre, and cross-country.

Galileo Magnet High School strives to ensure that our students will be prepared for life after high school and that they will be competitive in their chosen college or career path. At Galileo Magnet High School it is simple, "Global Competition Starts Here!"

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Virginia's accountability system is based on twelve end-of-course tests aligned to measure success on Virginia's curriculum, known as the Standards of Learning (SOL). The twelve end-of-course tests are broken into the following subject areas:

- 2 cumulative English tests – Reading and Writing (taken at the completion of English 11)
- 3 subject specific math tests – Algebra I, Algebra II, and Geometry
- 3 subject specific science tests – Earth Science, Biology, and Chemistry
- 4 subject specific history tests – World History I, World History II, World Geography, and Virginia and United States History

The state tests are scored on a 0 to 600 scale with the following score ranges:

- 0 to 399 – Fail/ Does Not Meet
- 400 to 499 – Pass/ Proficient
- 500 to 600 – Pass/ Advanced or Advanced /College Path for Algebra II

The Virginia SOL's recently completed a revision to all tested areas for increased rigor. In addition to a higher level of questioning, the tests now include Technology Enhanced items that ask students to arrange items in a sequence, select multiple right answers, and to answer fill in the blank items. The purpose is to move passed basic multiple choice knowledge based items to more application based questions.

In this new testing environment, Galileo Magnet High School has continued to outperform state accreditation requirements. Virginia requires a 75% pass rate for english reading and writing and a 70% pass rate on all tests given in mathematics, history, and science. On the 2013-2014 Department of Education Report Card, Galileo students obtained the following pass rates:

- English – 98%
- Mathematics – 91%
- History – 93%
- Science – 90%

b) In reviewing the performance trends in our data, several small anomalies are noticed and one disclaimer should be mentioned. The disclaimer is that due to our small student body the percent rates may seem to jump either positively or negatively in a few areas but this is due to the performance of one or two individuals. We see this as a true strength at Galileo because the value of every single student must be remembered.

The first anomaly is a 10% dip in our Mathematics scores to 82% during the 2011-2012 school year from the previous year's 92%. This was the first year the updated mathematics standards were implemented and assessed. Further analysis shows that in the subsequent year, 2012-2013, our scores rebounded back to 91%. This is due to the diligence of our teachers to ensure our taught curriculum aligned with the new written and assessed curriculum. Additionally, there was directed focus in increasing the rigor in the classroom to match the newly assessed curriculum which shifted from more basic computations to enhanced technology questions that assessed the student's ability to apply the mathematical concepts being taught.

The second noticeable trend is a decrease in the percentage of students scoring at Advanced rates on the SOL's. Again, this can be traced back to the state updating the rigor in both the written and assessed Standards of Learning. For example, the percent pass rates for reading have fluctuated from 95% to 99% in the years from 2008-2009 to 2011-2012 and the percentage of those scores in the Advanced range fluctuated from 47% to 62% during the same time. A striking difference is noted in the 2012-2013 test cycle. The pass rate remained high at 98%; however, the Advanced percent plummeted to only 7%. It is a testament to

the English department that they were able to keep our Proficient pass rates at such a high level when the majority of the state experienced a severe testing dip. I am confident that if given enough time we will see these scores rebound.

One positive trend in our assessment data is the performance of our subgroups. Depending on the year, our various subgroups have exceeded the performance of their white peers. In the most recent mathematics testing cycle, Gap Group 1 students (SPED, ELL, and Economically Disadvantaged Students) trailed the performance of All Students by 1%, while Gap Group 2 students (African American Students) beat their peers by 4%. In English, the results were similar. Gap Group 1 students trailed All Students by 2% and Gap Group 2 students trailed All Students by 3%. The elimination of a noticeable "Achievement Gap" goes straight to the dedication of our teachers. They are available to provide support outside of the normal school day and strive to teach the unique individual sitting in their classrooms to the best of their ability.

2. Using Assessment Results:

The state produces several useful Organization Reports following the administration of each SOL testing window that provides a wealth of useful information. The first is the Student Performance by Question - Summary Report by School document. In this report it shows a description of the question asked in each reporting category and the percentage correct by school and division. While not providing the exact question we can at least understand the verbs being used on each particular topic. This information has been invaluable as we adapt to the new testing standards. We then look for trends and deficiencies in either what the students are being asked to do with the information or topics where we performed weakly. This information is then used the next semester to modify pacing to give additional time to weak areas or to implement daily lessons to drill skills in the classroom. Another useful document is the Analysis of Subgroup Performance Report by School. This document breaks down SOL assessment results by various subgroups to ensure that no particular group is deficient in any particular reporting category. In Virginia, a high school student who is passing the course but earns a failing score in the range of 375 to 399 is allowed to take an expedited retake after remediation. The Student Detail Report provides basic information about the testing session just completed and the reporting category where the student is weak. Our teachers are given this document as soon as the first testing session is completed to begin remediation immediately. This practice has allowed students to learn the information while it is still fresh in their minds from the previous testing session.

As good as the state reports are, the most valuable information comes from formative and summative assessments while learning is taking place. Several of our teachers have embraced a modified "standards based" approach for grading in their classrooms. In this system the only grades that count toward their final classroom average are the summative assessments given at the end of a chapter or unit. This communicates clear information to the parents because it prevents a student's grades from being inflated from homework and classroom assignments. A standards based approach shifts the responsibility for learning to the student because under a traditional grading system a poor test grade that reflects lack of content mastery could be ignored by both the teacher and student because the student's overall grade is sufficient. Both would simply move on to the next topic without the student learning the information; however, this is not possible if your only grades are based on demonstrating mastery. Another crucial aspect of this system is the ability to retest. The most important factor is not that a student learned the information by a particular calendar day; rather, that they master the information. Again shifting responsibility back to the student, who may only retest after completing any missing assignments and homework or if they have completed everything, demonstrating that they have prepared for the retest.

3. Sharing Lessons Learned:

A large number of faculty and staff at Galileo High School share ideas not only among members of the school, but also with students throughout the city and state. Because of the uniqueness of several of the courses offered here, with the help of additional educational opportunities, teachers (science teachers involved with the biotechnology coursework) have been able to write unique and original curriculum lessons that were then shared with staff at Virginia Tech. Additional workshops conducted by our science

department include Reptile and Amphibian Lectures and Workshops that were offered by the Parks and Recreation Department. Additionally, two faculty members presented at the local STEM Conference.

Approximately fifteen students and four faculty members participated in the local STREAM Project, which, through a grant from the city, partnered city conservations and employees with Galileo participants who then used biotechnology tools to identify wildlife and the cleanliness in a local stream. Students and adults cleaned debris, as well so that the creek could once again become free flowing. Students and staff reported their findings to a group of concerned citizens and city leaders.

Galileo was selected to become a pilot school for the Microsoft Office IA Academy. The technology /business instructor from the school currently instructs other schools as they become part of the program. Additionally, she wrote pacing guides for the new finance course required by the state of Virginia. The business instructor also worked in collaboration with a local credit union to create a student run credit union branch here at the school. Students are gaining leadership and banking experience, and a number of community members visit to hear about the program. Another of the technology staff at Galileo trains teachers on how to incorporate various technology tools when using interactive texts.

The Physical Education teacher participated in Project CRESST: Enhancing Clinical Research Education for Science Students and Teachers. They conducted research in their classroom and community about nutrition, diabetes, and what kind of "taster" they are (which helps determines why they eat the types of food they do). This was shared with teachers around the state at VCU.

The Guidance Counselor will make a presentation at the Virginia School Counselors Association during the upcoming summer. She and the International Baccalaureate coordinator recently conducted an informational session on the stages involved in becoming an IB school.

4.   **Engaging Families and Community:**

Galileo Magnet High School enjoys a strong relationship with the downtown Danville community. The strategic investment in and renovation of our current building helped began a movement to bring individuals and businesses back to the downtown area. Since then the city has invested in making the downtown area pedestrian friendly with a complete renovation of Main Street and a rebranding campaign. The new "River District" has helped bring an expansion of businesses into the downtown community.

Therefore, our most successful strategy for building community support is being an active partner in the downtown area. In the last two years, we have hosted the "River District" community learning sessions, served at the ending point for the Christmas Parade while Main Street was being renovated, and hosted joint work sessions of City Council and our School Board. However, we do more than just open our doors to the community. We have partnered in two $10,000 grants (one to take "ecological samples" of a stream close to our school and then help with the stream clean-up and the other with our local hospital to create a "Happy, Healthy Heart Campaign") through the Community Foundation.

A successful strategy with our parents is simple, open communication. Through our Parent Portal, parents have real time access to student grades and are encouraged to contact their student's teachers as soon as they notice their grades are slipping. We encourage our parents to have their students take advantage of tutoring and we hold several information sessions to help educate our parents on topics of interest. Our college night explains the college process and how to navigate SAT registration, college applications, admission decisions, scholarships, and financial aid components of getting their students into college. Another session is for new drivers who must attend with their parent. A local insurance agent discusses insurance requirements and a police officer discusses the process of getting your license, the rights of the parents concerning this privilege, and the legal responsibilities associated with driving.

Our most successful parental strategy is to be a visible and active partner in their student's lives. From supporting their students at school sponsored events like cross-country meets to attending performances at

our local community theater to chaperoning fieldtrips, we actively try to support our students outside of the classroom. As it is often said, "a student doesn't care what you know until they know how much you care."

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Galileo High School is committed to providing a rigorous yet accessible curriculum that is designed to meet the needs of all students. Precise goals and objectives that support an array of class offerings that are unique and relevant for the 21st century are established by the teachers at Galileo, while addressing the expectations of the Virginia Standards of Learning and the requirements for obtaining the International Baccalaureate Programme Diploma.

The English curriculum emphasizes the continued development of reading, writing, listening and speaking skills, while offering opportunities to strengthen critical thinking and research skills. Course offerings include advanced English for all grade levels, British Literature, Women in Literature, and International Baccalaureate English Literature, HL. In addition, a number of journalism courses are offered, and theatre courses that emphasize English skills are available. Minimum requirements include the completion of four years of English and acceptable scores on two of the Virginia Standards of Learning tests.

Mathematics teachers encourage the use of a variety of methods and practices including manipulatives, demonstrations, logic, and reasoning to insure that students will receive a strong foundation in mathematics that will allow them to be able to apply these mathematics skills in real-world situations. Students must complete four mathematics courses, and students are required to pass a minimum of two Standards of Learning tests. Courses offered include Advanced Algebra, Advanced Geometry, Algebra Functions and Data Analysis, Advanced Algebra II/Trigonometry, Advanced Trigonometry, Advanced Pre-calculus, and International Baccalaureate Mathematics, SL.

Galileo offers unique and diverse options in the science department. Teachers use inquiry based instruction and problem-based learning as well as a variety of interesting hands-on lab opportunities and state of the art biotechnology equipment. Students are exposed to the real life implications that science addresses in the 21st century and the methodology of scientific research. Courses include Advanced Earth Science, Advanced Astronomy, Advanced Biology, Advanced Biology II (Anatomy and Physiology), Advanced Biology II (Genetics), Advanced Chemistry, Advanced Physics, AP Environmental Science, and International Baccalaureate Biology, HL. Minimum requirements include the completion of four science courses and the successful completion of 2 Standards of Learning tests. Additionally, elective courses such as Genomics and Biotechnology are offered.

The Social Studies Department at Galileo designs course work that encourage the development of research skills that complement the study of history at the local, national, and global levels. A major focus of the curriculum is the analysis of major historical events and the social implications and impact on the past, present, and future. Courses include Advanced World History I and II, AP European History, AP US History, Advanced US history, and Advanced and AP Government. Additionally, International Baccalaureate History of the Middle East/Peacekeeping, HL, is offered, as is International Baccalaureate Psychology, SL. Four credits and the successful completion of two Standards of Learning tests are required.

Students are required to complete two years of physical education, with an emphasis on health in grade nine, and driver's safety in grade ten.

French and Spanish are offered at levels one through five, and International Baccalaureate Spanish and French, SL are offered as well. As with English, these language courses emphasize listening, speaking, reading, and writing. Additionally, the cultural and historical significance of various French and Spanish speaking countries are explored.

A variety of elective courses which enrich the required courses are available for Galileo students. These courses include Communications/Writing and Publishing, Creative Writing, Computer Information Systems I and II, Multimedia and Web Technologies, and Network Software Operations. Additionally, Theatre Arts

I-IV courses are offered, and International Baccalaureate Theatre, SL is offered. Photography, Computer Art, Cinema Studies, and Journalism I-IV are available as well.

2. Reading/English:

The English program at Galileo encompasses grades nine through twelve and is taught by three instructors. Each instructor concentrates primarily on one grade level but all help where needed. With the exceptions of the junior and senior IB classes, the average English class numbers around fifteen students to ensure maximum instructional time with students.

The curriculum endeavors to adhere to the guidelines provided by the state of Virginia while expanding the skills and range of literature to prepare students who elect to enter the IB program in their junior and senior years, to encourage traditional students by offering assignments and assessments somewhat more challenging than the state requirements, and to assist students with special needs to succeed in attaining the required skills and credits to earn a their diploma.

At all levels vocabulary and reading are incorporated in all lessons. Outside reading is encouraged and assessments are designed so that students must write rather than choose correct answers. The ninth grade course emphasizes grammar and writing along with a study in literary genres. The tenth grade course reads and analyzes world literature of varies genres and continue grammar and vocabulary studies with the addition of more formal research skills using electronic media. In the eleventh grade course students study the development of American literature from the beginnings to the present and prepare for the state Standards of Learning End of Course tests in writing and reading. As with earlier courses an emphasis is placed on vocabulary and good writing. The senior level course concentrates on sentence structure and grammar while studying British literature. A formal research paper is completed and students are encouraged to polish and elevate their writing styles. The Higher Level IB program in English follows the international guidelines with four areas of study over two years involving thirteen works of literature by English and world authors. Senior IB students earn college credits after completing the required assignments and scoring acceptable marks on final written examinations.

At all levels attention is given to the individual student in an attempt to differentiate learning in choices and pace. As an example, at the junior level students and parents are provided with a pacing guide that includes all the scheduled reading and writing assignments for the entire semester so that the students and parents can exercise flexibility in the order and completion of the work.

3. Mathematics:

The mathematics department at Galileo High School holds itself to high standards. The state requires that each student complete three different mathematics courses and pass at least one Standards of Learning (SOL) test to earn verified credit. The mathematics department goes beyond those requirements set by the state, requiring students to take at least one math course each year they are in high school. Students are required to continuously work to achieve not just a standard diploma, but to actively work towards an advanced diploma. The mathematics department is comprised of three teachers, each of whom has more than seven years of teaching experience. Two of our three teachers hold Master's degrees.

Courses offered at Galileo are: Algebra I; Advanced Geometry; Algebra, Functions, and Data Analysis; Advanced Algebra II/Trigonometry; Algebra III/Trigonometry; Pre-calculus; and IB Mathematics. We are teamed with Danville Community College to offer students Pre-Calculus for college credit. We are also currently partnered with Virtual Virginia to offer online access to AP Calculus and AP Statistics to our students as well.   Students are individually evaluated in each mathematics course and advised as to which course would be best suited for the student to take next. Students may even be advised to audit a course they have previously passed with low marks to ensure success in the next course.

The teachers at Galileo High School use a variety of instructional methods to reach all students. Direct instruction through lecture and demonstration, cooperative learning activities, manipulative, puzzles, and

kinesthetic games are all used to provide instruction to all the various learning styles of our students. Lessons are differentiated to provide skill building activities for struggling students as well as challenging problems for advanced students. The teachers at Galileo High School strive to keep all students sufficiently challenged and constantly working to achieve a higher level of success. Technology is incorporated into the classroom with the use of graphing calculators, Promethean interactive white boards, and laptops available in each classroom.

Every class at Galileo offers inclusion for all of our special needs students. Teachers offer tutoring before and after school for students seeking extra help. All three mathematics teachers maintain their own classroom website where classroom notes and assignments are posted daily. Students are also provided links to additional resources related to the topic covered in class.

4. Additional Curriculum Area:

Galileo Magnet High School provides students with the opportunity to complete several course elective strands, as well as additional extracurricular activities. These diverse opportunities help to cultivate the interests of students and prepare students for college or career paths beyond secondary education. Galileo does not restrict students to the completion of one strand, and many students may choose to take courses in various areas.

The Advanced Biotechnology program is a science-related strand that begins after the completion of Advanced Biology. Courses include Advanced Biology II: Genetics, Advanced Applications of Biotechnology, and Advanced Microbial Genomics. Students look at important discoveries in DNA science, the role of DNA in the cell, and the applications of this knowledge in agriculture, forensics, and medicine. Students also learn to extract DNA from bacteria, identify bacteria through staining, and use gel electrophoresis, in conjunction with bioinformatics tools, to study genes. As this program provides consistent hands-on opportunities, Galileo is proud to share the news that students, during the 2012-2013 school year, were able to successfully clone cauliflower.

The Career and Technical Education (CTE) program, a Microsoft IT Academy member, allows students to obtain Microsoft Office certifications. As of Spring 2014, 107 Galileo students obtained a certification in Microsoft PowerPoint, Word, or Excel. The classes within this program include Advanced Computer Applications, Computer Information Systems I, and Computer Information Systems II. The CTE department additionally helps students to obtain financial certification through the Personal Finance and Economics course. As of Spring 2014, 47 Galileo students have received a W!se Financial Literacy certification. Concurrently, students enrolled in the Personal Finance and Economics course also possess the opportunity to apply for a position in the Falcon Branch of the URW Federal Credit Union. The Falcon Branch of the URW Federal Credit Union is a fully functioning banking institution housed on the Galileo campus. Galileo students are able to gain banking experience, begin to save money, and cash checks at school. In addition to their on-campus jobs, student employees are also able to work in a local URW banking branch on Saturdays.

Students have the opportunity to enrich their education through our visual and performing arts programs through the Advanced Publications or Advanced Theatre Performance and Communications strands. The courses associated with Publications involve four classes of Journalism and two classes of Publications Graphics. Students are able to work with the development of the school yearbook and contribute to information provided in the online school newspaper, MishMash. Students are also able to choose from five levels of theatre arts classes, including a rigorous and year-long International Baccalaureate (IB) course. Galileo provides Introduction to Cinema Arts for a multifaceted experience of creativity, as well. In addition to academic classes, Galileo features many performance productions through our Glee Club and Theatre Guild. All students, with satisfactory academic records, are able to participate as cast and crew members in these activities.

5. **Instructional Methods:**

The faculty at Galileo strives to individualize instruction and to reach every student by using a variety of researched based practices and strategies to address their individual ability level. As a school of choice, our student body is made up of all learning levels from the academically gifted in the International Baccalaureate program, to the average student who may struggle in the advanced curriculum offered, to our students requiring special education services. With such a diverse population it is imperative that we strive to meet them at a place where they can be successful.

Galileo prides itself on using the latest classroom technology to help reach all learning styles and this is supported by our Instructional Technology Resource Teacher who helps teachers effectively integrate technology for the benefit of all students. Many teachers have begun to flip various elements of their classroom to further enhance their ability to support the student in the classroom and allow students to participate in anytime learning.

To meet our special needs population, we meet individually with each classroom teacher who will have a student needing additional service. Our special education teacher provides a copy of accommodations/ modifications as well as a description of present level of performance documented from their formal Individual Education Plan (IEP). This is further enhanced by the fact that in such a small setting our special education teacher knows the students and can provide suggestions of strategies used in previous classrooms. The guidance counselor meets with each teacher of students having a Section 504 plan to discuss accommodations/modifications to be provided for those students. This is supported by continuous updates on medical conditions and changes that need to be made to the plan.

Teachers work to implement best practices from "Classroom Instruction that Works" in their daily instruction. Cooperative groups, project based learning that generates and tests hypotheses, and nonlinguistic representations can be seen daily in the classroom. Several teachers provide a detail pacing guides and allow students the flexibility to learn at their own pace. Individual teachers have created class web pages with detailed course information to help parents support instruction at home. To support the classroom teacher, students with disabilities are given the option of enrolling in an Academic Development class with their special education case manager to help with remediation, organizational skills, complete assignments from regular class with assistance, retake tests, etc.

6. **Professional Development:**

Galileo Magnet High School is small which allows for tremendous flexibility and individualization of professional development activities. As an International Baccalaureate World School, we participate in all required professional development workshops to ensure our students are given their best opportunity to succeed on the rigorous IB exams. Additionally, we take advantage of College Board workshops to strengthen our AP course offerings. Teachers are encouraged to attend relevant conferences and workshops in their discipline such as Foreign Language Association of Virginia (FLAVA). Our teachers participate in state workshops to ensure alignment of curriculum at the school but also to be active members of curriculum and test creation committees. Over 70% of the faculty possesses a Master's Degree which demonstrates their commitment to staying abreast of current research in their chosen discipline.

As a staff we have focused on two school-wide activities this year. The first is a book study on "Classroom Instruction that Works" to supplement our current instructional strategies and align terminology with practice for our new teacher evaluation system. The other is an online course called "Master Teacher," that delivers module-based curriculum. Teachers are given one month to complete 6 modules on a wide-range of topics (classroom management, parental engagement, standards based grading, researched based instructional practices, teacher morale, etc.). This information is concise and pertinent but the main purpose is to familiarize our staff with the online model. Our district is pursuing a 1:1 technology initiative to increase blended learning opportunities for our students and as a staff we want to be at the forefront of that movement.

7. School Leadership

The school leadership team at Galileo Magnet High School is comprised of one principal and two support personnel; the guidance counselor and the International Baccalaureate Coordinator. All three individuals are dedicated to extensive collaboration to ensure that "Global Competition Starts Here!"

Galileo's principal is dedicated to ensuring exceptional student achievement and has placed high expectations on the students and teachers. He is a true leader inspiring and placing faith in the faculty to provide a professional and effective learning environment for students. It is his belief that as a professional learning community, each individual is tasked with a unique job that is essential in the overall success of Galileo. No one position is more valued than another and that we all must be successful individually to have collective success.

Several systemic changes were implemented after his arrival to ensure our students are prepared for life after high school. Students are now required to take a core class each year of high school and must work towards earning an advanced diploma. Scheduling was addressed through teacher collaboration and several new courses were created to ensure students were able to progress successfully, especially in mathematics. Also, expectations of behavior and consequences were clearly established to ensure students were clear as to what is expected of them.

Another guiding philosophy of the administration is that school should be fun for the students so that they are connected. This is a time in their lives when they make memories that will last forever so in the past three years, we have instituted a powder-puff game, student faculty basketball and dodge ball game, fall and spring dances, promotion of teacher sponsored field trips which have traveled to the Goddard Space Center and to Broadway shows. Our clubs have remained extremely active and the administrator even kissed a goat when a fundraising goal with meet that provided livestock to families in Africa.

The guidance counselor and International Baccalaureate Coordinator are essential to Galileo's success as they ensure our students progress through high school with the necessary support to reach their goals. Each individual is a consummate professional charged with the task of making their respective programs as strong as possible. They each hold information sessions with parents, advise and schedule students for success, and provide support for individual students. The true strength of the school comes from these individuals and the faculty they support.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 11

Publisher: Pearson Education

Test: Mathematics Performance (Algebra I, Algebra II, and Geometry)

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Passed	91	82	92	92	92
Passed Advanced	13	13	27	29	28
Number of students tested	116	156	156	147	141
Percent of total students tested	100	99	97	100	98
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Passed	89	75	95	94	92
Passed Advanced	14	4	26	28	30
Number of students tested	52	82	67	59	40
2. Students receiving Special Education					
Passed			82		100
Passed Advanced			9		9
Number of students tested	3	9	6	11	12
3. English Language Learner Students					
Passed					
Passed Advanced					
Number of students tested	2	0	3	3	4
4. Hispanic or Latino Students					
Passed					
Passed Advanced					
Number of students tested	4	0	3	5	4
5. African- American Students					
Passed	95	78	90	96	95
Passed Advanced	11	8	16	14	26
Number of students tested	56	80	66	72	50
6. Asian Students					
Passed					
Passed Advanced					
Number of students tested					

7. American Indian or Alaska Native Students					
Passed					
Passed Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Passed					
Passed Advanced					
Number of students tested					
9. White Students					
Passed	86	83	95	90	89
Passed Advanced	11	11	39	38	27
Number of students tested	63	72	81	65	82
10. Two or More Races identified Students					
Passed					
Passed Advanced					
Number of students tested					
11. Other 1: Other 1					
Passed					
Passed Advanced					
Number of students tested					
12. Other 2: Other 2					
Passed					
Passed Advanced					
Number of students tested					
13. Other 3: Other 3					
Passed					
Passed Advanced					
Number of students tested					

NOTES: TS = % left blank are student populations that are defined as too small by the state to report due to confidentiality concerns.

2011-2012 was the first year implementing the revised Mathematics EOC curriculum and assessments.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** EOC English (2010)
All Students Tested/Grade: 11   **Edition/Publication Year:** 2013
Publisher: Pearson Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Passed	98	97	99	98	95
% Passed Advanced	7	62	47	56	54
Number of students tested	63	75	49	62	62
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1.　Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Passed	96	92	97	100	89
% Passed Advanced	4	50	42	45	39
Number of students tested	24	32	20	16	14
2. Students receiving Special Education					
% Passed					
% Passed Advanced					
Number of students tested	5	6	2	8	3
3. English Language Learner Students					
% Passed					
% Passed Advanced					
Number of students tested	0	0	0	1	4
4. Hispanic or Latino Students					
% Passed					
% Passed Advanced					
Number of students tested	0	1	2	0	3
5. African- American Students					
% Passed	95	95	98	100	91
% Passed Advanced	0	59	40	28	45
Number of students tested	21	44	18	20	16
6. Asian Students					
% Passed					
% Passed Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Passed					
% Passed Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Passed					
% Passed Advanced					
Number of students tested					
9. White Students					
% Passed	100	98	100	96	97
% Passed Advanced	10	65	64	71	59
Number of students tested	39	28	27	38	41
10. Two or More Races identified Students					
% Passed					
% Passed Advanced					
Number of students tested					
11. Other 1: Other 1					
% Passed					
% Passed Advanced					
Number of students tested					
12. Other 2: Other 2					
% Passed					
% Passed Advanced					
Number of students tested					
13. Other 3: Other 3					
% Passed					
% Passed Advanced					
Number of students tested					

NOTES: TS = % left blank are student populations that are defined as too small by the state to report due to confidentiality concerns.

2012-2013 was the first year implementing the revised English EOC curriculum and assessments.