

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Brian A. Donahue

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

Official School Name Cape Henlopen High School

(As it should appear in the official records)

School Mailing Address 1250 Kings Highway

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

City Lewes State DE Zip Code+4 (9 digits total) 19958-1798

County Sussex County State School Code Number* 17026

Telephone 302-645-7711 Fax 302-645-1356

Web site/URL
http://www.capehenloopenschools.com E-mail bdonahue@cape.k12.de.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*Mr Robert Fulton

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

E-mail: Robert.Fulton@cape.k12.de.us

Other)

District Name Cape Henlopen School District Tel. 302-645-6686

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 Mr. Andrew Lewis

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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 (per district designation):
- 4 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 1 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 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	214	172	386
10	170	155	325
11	157	160	317
12	169	155	324
Total Students	710	642	1352

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 16 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67 % White
 - 2 % 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 2013 - 2014 year: 8%

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 <i>to</i> the school after October 1, 2013 until the end of the school year	41
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	61
(3) Total of all transferred students [sum of rows (1) and (2)]	102
(4) Total number of students in the school as of October 1	1283
(5) Total transferred students in row (3) divided by total students in row (4)	0.080
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 2 %
29 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Portuguese.
8. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 635

Information for Public Schools Only - Data Provided by the State

The state has reported that 48 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 19 %
252 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.

<u>37</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>32</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>149</u> Specific Learning Disability
<u>14</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>15</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> 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	5
Classroom teachers	91
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 14:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	92%	94%	94%	93%
High school graduation rate	93%	86%	82%	79%	77%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	338
Enrolled in a 4-year college or university	49%
Enrolled in a community college	36%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	6%
Other	9%

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

Yes No

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

15. Please summarize your school mission in 25 words or less: It is the mission of Cape Henlopen High School to create a learning environment that systematically, persuasively, and significantly improves the achievement of all students.

PART III – SUMMARY

Upon entering Cape Henlopen High School, you immediately begin to feel as though you are in a community of higher learning. You will see professional staff members eager to engage their students in higher levels of learning. A culture of growth mindset, preparation, and 21st century skills for college and career readiness are instilled in our students. Our bulletin boards and trophy cases are filled with evidence of the numerous extracurricular activities in which our students are excelling. At Cape Henlopen High School we believe that ALL students can be prepared for college and the workforce, and it is our job to set them up for success after graduation.

Cape Henlopen High School is the only high school in the Cape Henlopen School District. It is located in the resort town of Lewes, Delaware. The new school building was opened in 2009. The school houses grades nine through twelve. We currently serve 1352 students. Fifty of our students with autism and other severe learning differences are Sussex Consortium students and attend mainstream classes throughout the school day.

Our School Mission Statement is the following: "Cape Henlopen High School, in partnership with family and community, will provide an environment in which students achieve success in academics and extracurricular activities and will empower students to become productive, responsible, autonomous members of society." We live up to this mission each day by setting high goals, providing our students opportunities to excel in and out of the classroom by using research-based curriculum, technology and data to drive instruction.

Prior to 2009, Cape Henlopen High School did not meet Adequate Yearly Progress (AYP) for five consecutive years and was labeled Under School Improvement by the Delaware Department of Education. As a result of this rating, the Cape Henlopen School District was required to develop and implement an improvement plan which included the restructuring of the high school administration and the implementation of a consistent instructional framework (Learning Focused). Since the restructuring, Cape Henlopen High School has met AYP for four consecutive years. During that time, Cape Henlopen High School has performed in the top 10% of high schools in the State of Delaware as measured by the Delaware Comprehensive Assessment System (DCAS).

Some examples of Cape Henlopen High School's performance include the following: Cape students were ranked in the Top 1, 2, or 3 for all comprehensive high schools in the State of Delaware in grade 9 and 10 DCAS Math and ELA. Over the past three years all students and the student subgroups of Socio-Economic Disadvantaged, Hispanic, and Students Receiving Special Education services also showed similar testing growth. Cape Henlopen High School students performed in the top 10% for growth and college readiness scores on the SAT from 2012 to 2014. Over 98% of ninth grade students who entered Cape Henlopen High School during the 2010-2011 school year graduated at the end of the 2013-2014 school year. Cape Henlopen High School students have a 94% AYP Graduation Rate (tracking all students who enter or leave over a 4 year period) and a 0.8% drop out rate.

The 338 Cape Henlopen High School graduating seniors from the Class of 2014 attended 70 different colleges and post-secondary institutions across 22 states. Sixty seniors were members of the 2014 National Honor Society. One hundred seniors earned a GPA of 3.5 or higher, and over 230 seniors earned 1st or 2nd honor roll status. The Class of 2014 was awarded over 4.1 million dollars in scholarships for academics, athletics, arts, and community service.

Many Cape Henlopen High School students participate in community service programs such as National Honors Society, Student Government Association (SGA), and over thirty other student clubs and organizations. Cape Henlopen High School students have been recognized for winning numerous state and national competitions in JROTC, Theater, Choir, Jazz Band, Robotics, Culinary Arts, FFA, and Driver Education. Over the past five years, Cape Henlopen High School student athletes won 15 team conference championships and 13 team state championships.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Cape Henlopen High School we believe it is our job to provide students with a high quality education. The core subjects have been designed to challenge students of all academic ability. Critical reading and writing is strongly emphasized in all four major core areas. All students are expected to participate in a college preparatory curriculum. Those looking for more rigor may choose to enroll in honors and/or Advanced Placement (AP) courses. Additionally students have the opportunity to take dual enrollment courses through which they earn both high school and college credit. Special Education students have access to the general core curriculum and are guided and supported by our special education teachers.

The English curriculum at Cape Henlopen High School focuses on the Common Core State Standards for English Language Arts. Summer reading is required for all students; the books required are dependent upon the course level. All courses are offered at the college preparatory and honors levels with Advanced Placement options for juniors and seniors. All courses also are designed to scaffold necessary reading, writing, and researching skills for vertical articulation between courses. Freshman English begins this scaffolding process with the study of various literary genres using writing and speaking as the primary methods of student response and evaluation. Sophomore English is a World Literature course; non-fiction and fiction literary works are utilized to focus on the universal human condition in world cultures with a connection to world issues. The reading comprehension and purposeful writing focus is broadened to include analysis and argumentation while building researching skills. Junior English students may choose either American Literature or AP Language and Composition. The American Literature course focuses on the power of language and thought as it pertains to the American Dream, using varied genres of fiction and non-fiction with specific attention to the rhetoric of argumentation. The AP Language and Composition course is a rigorous study of the world of rhetoric with a focus upon the AP Exam. Senior English students may choose college preparatory or honors British Literature, AP English Literature and Composition, or University of Delaware's English 110. British Literature has a heavy focus on works to study the power of language and thought as it pertains to social issues reflected in classic British Literature and its contemporary counter parts. The AP Literature and Composition course is a rigorous study of the world of literature with a focus upon the AP Exam. In addition to traditional English courses, students may select the elective Film and Literature or Creative Writing courses. Reading Enrichment and Response to Intervention (RTI) classes are also available for students identified as in need of intervention.

The Math curriculum at Cape Henlopen High School is aligned with the Common Core State Standards for Mathematics and to the embedded mathematical practices. In order to meet the rigorous standards set out by Common Core and the Standards of Mathematical Practice, our students take part in an integrated problem-based math curriculum. The courses offered for our students are at the college preparatory, honors and, AP levels. All students are required to take Algebra Integrated with Probability and Statistics, then Geometry Integrated with Algebra II, followed by Advanced Algebra Integrated with Pre-Calculus, and finally Advanced Functions Integrated with Calculus. Students are afforded the opportunity for several elective options including Investigations in Algebra, Statistics, AP Statistics, and AP Calculus. Math Enrichment and Response to Intervention (RTI) classes are also available for students identified as in need of intervention.

The Science curriculum at Cape Henlopen High School is aligned with the Next Generation Science Standards. To meet these standards the science department offers a variety of required courses and elective courses. All students are required to take Biology their freshman year. Physical Science, which is an integrated class covering the laws of conservation of matter, property of matter, structure of matter, earth science, geological phenomena and space science, is required during the sophomore year. During the eleventh and twelfth grades, students can choose the option that best meets their future plans. However, it is suggested that all students take Chemistry. Other Science credits that students may choose from include Earth and Space Science, Anatomy and Physiology, Honors Robotics, AP Biology, AP Chemistry and Advanced Chemistry, and AP Physics. The State of Delaware requires that all students complete three credits of science to graduate; however, Cape Henlopen High School graduates are required to earn four credits in science.

The Social Studies curriculum at Cape Henlopen High School is aligned with the State of Delaware Social Studies Standards. The standards in Delaware are divided into four strands. The strands are economics, geography, civics, and history. To meet these standards the social studies department offers a variety of required courses and elective courses. Social Studies students are required to take Geography and Civics their freshman year. Enhanced Economics, which combines macro and microeconomics and personal finance, is required during the sophomore year. The required eleventh grade course is American History. World History is the required senior year course. In addition to the required courses, our high school offers Advanced Placement courses in United States History, European History, and Human Geography. In conjunction with Wilmington University students can take two introductory courses in Criminal Justice and earn college credit. There are elective courses on the Holocaust, the 1960s, Psychology, and Contemporary Issues. The combination of required courses and elective courses gives every student at Cape Henlopen High School the opportunity to achieve proficiency in the State's Social Studies Standards. Operating within the school district's instructional format the Social Studies Department has developed a rigorous program of instruction that ranges from College Preparatory to Honors to Advanced Placement levels. The Social Studies staff strives to help Cape Henlopen students develop the analytical and critical thinking skills they will need after graduation. Democratic governments depend on educated and active citizens. The State of Delaware requires that all students complete three credits of social studies to graduate; however, Cape Henlopen High School graduates are required to earn four credits in social studies.

The Cape Henlopen High School core curriculum is designed to prepare students for success for college and careers by aligning to rigorous content standards and by challenging all students to reach their highest potential.

2. Other Curriculum Areas:

At Cape Henlopen High School we pride ourselves in giving our students various opportunities for career pathways and electives outside of the traditional core curriculum. Our career pathways include Agriscience; Business, Finance & Marketing; Leadership and Training; Jobs for Delaware Graduates; Print and Media Communication; Audio, Radio, and Video Engineering; Performing Arts; Music; Visual Arts; Processes of Design and Engineering; Food Preparation and Production; Early Childhood Education; and, Medical Assistant. Each of these pathways offers a variety of courses for grades nine through twelve. Students are given hands on experiences they need to prepare them for college and career readiness in each of the pathways. All students are required to take a minimum of three classes within the same pathway in order to graduate. Each pathway allows students the opportunity to be creative and to gain skills that will help them as adults, such as confidence, perseverance, focus, non-verbal communication, collaboration, and accountability.

Just like we take pride in our career pathways we also provide our students with a variety of offerings in foreign language. We offer Spanish, French and Italian. All students are required to successfully complete two consecutive years of the same language for graduation; however, we strive for our students to take three to four years of a foreign language. Therefore, grades nine through twelve are represented in our foreign language courses. The students learn to carry on simple conversations and to understand directions concerning the classroom and its activities. The students study vocabulary and grammar by reading, writing, listening and speaking, and learn sentence patterns through practice drills. As the students continue, emphasis is place on daily life and customs and increased knowledge of language structure. Level four courses enhance the students' ability to understand written and oral language and to read about and discuss current news, magazine selections, literature, and popular culture.

All pathway and electives have lessons/vocabulary that are aligned with at least one core subject area. Some examples include the following:

Students completing the Animal Science pathway will be prepared for a career in the animal science industry or post-secondary education. The Animal Science pathway is designed for students who will engage in the learning process through applying mathematics, science, communication, business, technology, and the arts to solve real life problems. (Aligned with the science curriculum)

The Medical Assistant pathway is designed to provide students with foundational healthcare concepts, knowledge and skills that will equip them with the opportunity to take the certification exam to become a certified Medical Assistant. (Aligned with the science curriculum)

The JROTC program has the major goal of “Preparing Students to Become Better Citizens” through a military organizational structure and a Cadet Command Program of Instruction focused on the development of self-discipline, responsibility, accountability, leadership, and team work. (Aligned with the Social Studies curriculum)

The Visual Arts program is designed to introduce students to the skills and creative process needed to formulate a career in the arts. This program begins with Art I which is the foundation needed to explore advanced art courses. Students will be prepared to apply to college and universities as well as seek careers in Fine Arts, Visual Communications and Computer Art. (Aligned with ELA curriculum)

The Theater Arts curriculum is designed to develop skills and foundations necessary for successful entrance into higher levels of training for the professional theater. Students will begin with basic acting tools designed to eliminate inhibitions while increasing focus and concentration. From there, a more detailed course of study will follow with the introduction of voice and diction, dialect, movement, dance and singing. By the third year of our program, students will be completing scene study, character analysis, and characterization revolving around the works of William Shakespeare. Year four will culminate with a focused study and performance of contemporary theater, playwriting, and student directed productions. Throughout their training, students will develop professional work habits, both as individuals and as part of a group, in a nurturing, creative community within the school. (Aligned with the ELA curriculum)

The Instrumental Music program is an integral part of Cape Henlopen High School and its surrounding communities. The ensembles in this program can also be found performing at university festivals throughout the Mid-Atlantic and on biennial band trips to more far reaching destinations. In addition, members in good standing are recommended for the American Music Abroad tour of Europe each summer. The band pathway is designed for students that would like to pursue a career in the arts and also for students that simply enjoy participating in music. All students are welcome to participate in any of the ensembles, regardless of their pathway. (Aligned with the math curriculum)

The Cape Concert Choir is a non audition choir opened to all students of Cape Henlopen High School grades 9-12. The choir meets during regular class hours and sings contemporary to traditional repertoire. Soloist work is encouraged. This choir is a training ground for anyone who has never sung in a choir previously, as well as challenging to those who have been in a choir. The emphasis is on strengthening the voice, giving the singers confidence, learning to cooperate as an ensemble, singing in harmony, reading a score, and breath control. The Cape Chorale, is limited to approximately 40 members from grades 10-12. Auditions for this vocal ensemble are held in the spring. This honors ensemble prepares and performs a wide range of challenging choral music representing Western art music (sacred and secular), folk, vocal jazz, pop standards and theatre. (Aligned with the ELA curriculum)

Cape Henlopen High School Health and Physical Education courses are aligned with the State of Delaware Curriculum Framework for high schools. To meet these standards the Health and Physical Education Department offers a variety of required courses and electives. One full credit or two semesters of Physical Education are required for graduation for all students. One half credit or one semester of health is also required for graduation. (Aligned with the science curriculum)

3. Instructional Methods and Interventions:

In order to have all students succeed at Cape Henlopen High School, we have adopted research-based, data-driven instructional methods to target learners at their current academic level and challenge them to reach their fullest potential.

In 2009, the district adopted Learning Focused Strategies, a model that provides a planning framework that focuses on learning. By using LFS, our school focused on a Continuous School Improvement Model designed to use exemplary practices to increase learning and achievement. We also focus on the Planning Model that provides frameworks and tools for organizing, planning, assessing and designing instruction. Using the concepts of the Essential Question to begin each lesson, collaborative, acquisition lesson planning, summarizing strategies, and extended thinking, this framework adds consistency between grade levels and methods of delivery for our rigorous curriculum and content standards.

Differentiated instruction within all classrooms allows for teachers to target the specific needs of students. In the core content classes and foreign language, the co-teaching model is used to assist students with IEPs to ensure they are receiving the modifications and accommodations needed for them to be successful.

During the 2012-2013 school year, Cape Henlopen High School started a comprehensive Response to Intervention (R.T.I.). We used this initiative as an opportunity to individualize instruction for our struggling learners and to address needs for all of our students. We have a thirty-minute Intervention/Enrichment block daily for each grade level. During this time, all available personnel (reading and math specialists, paraprofessionals, volunteers/mentors, and special educators are "pushed" into a specific grade level in order to provide smaller groups for the students. Struggling students received Tier 2 and 3 supports while other students are challenged with grade specific enrichment plans. All of these groups are "fluid." Students are monitored for progress and moved to groups that fit their individual needs.

Technology is essential in meeting our student's diverse needs. All classrooms have Smartboards and document cameras, and all teachers and students also have an iPad. With a new 1:1 iPad initiative in place we are amongst the largest high school in the state to successfully implement a model in which students have access to education materials twenty four hours a day. Teachers have been successfully using this technology to enhance the learning of their students. Highly effective for whole group instruction, active discussion and questioning, students are kept actively involved both visually and kinesthetically to promote learning. Information or lessons are being housed on a learning management system that allows for students to work on the classroom assignments with or without the use of the Internet.

Cape Henlopen has over 100 students in grades 9 through 12 enrolled in AVID elective classes (Achievement Via Individual Determination). AVID prepares average students for four year colleges. AVID has a proven track record of bringing out the best in students, and in closing the achievement gap. AVID targets students who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum, but are falling short of their potential. AVID pulls these students out of less challenging courses and puts them on the college track; acceleration instead of remediation. In the AVID elective, students learn organizational and study skills, work on critical thinking and ask probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Students visit college campuses to experience first-hand what it feels like to be on a college campus. Students are required to maintain a 2.5 GPA or better, participate in extra-curricular activities and complete 180 hours of community service prior to graduation.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The State of Delaware transitioned from the Delaware Student Testing Program (DSTP) during the 2009-2010 school year to the more rigorous Delaware Comprehensive Assessment System (DCAS) for the 2010-2011 school year. The DCAS has been administered annually to Delaware public school students in grades 9 and 10 for ELA and Math from the spring of 2011 to the spring of 2014. Performance levels on the DCAS are reported as Well Below, Below, Meets, and Advanced. Cape Henlopen High School students have shown significant improvement on the DSTP and DCAS from 2010-2014. Cape Henlopen High School students have consistently performed in the top 10% of comprehensive high schools in the State of Delaware on the Math and ELA DCAS test from the spring of 2010 through the spring of 2014. Cape Henlopen High School students have also been recognized for exemplary performance on the SAT.

Over a five year period (2009-2010 through 2013-2014 school years) the Cape Henlopen High School grade 10 DCAS Math scores improved 19% for all students; 25% for Socio-economic Disadvantage Students; 29% for Students receiving Special Education services; 40% for Hispanic Students; 21% for African American Students; 19% for White Students.

Over a five year period (2009-2010 through 2013-2014 school years) the Cape Henlopen High School grade 10 DCAS ELA scores improved 13% for all students; 16% for Socio-economic Disadvantage Students; 36% for students receiving Special Education services; 30% for Hispanic Students; 20% for African American Students; 15% for White students.

Over a five year period (2009-2010 through 2013-2014 school years) the Cape Henlopen High School grade 9 DCAS Math scores improved 25% for all students; 31% for Socio-economic Disadvantage Students; 47% for students receiving Special Education services; 20% for Hispanic Students; 45% for African American Students; 19% for White students.

Over a five year period (2009-2010 through 2013-2014 school years) the Cape Henlopen High School grade 9 DCAS ELA scores improved 9% for all students; 16% for Socio-economic Disadvantage Students; 32% for students receiving Special Education services; 7% for Hispanic Students; 16% for African American Students; 7% for White students.

Over a four year period (2010-2011 through 2013-2014 school years) Cape Henlopen High School Students graduation rates improved to 93% for all students which is a 15% increase; 89% for Socio-Economic Disadvantage Students which is a 19% increase; 75% for students receiving Special Education services, which is an 8% increase; 90% for Hispanic Students, which is a 26% increase; 88% for African American Students which is a 15% increase; 96% for White students, which is a 14% increase. Cape Henlopen High School dropout rate has decreased from 4.8% during the 2010-2011 school year to 0.8% for the 2013-2014 school year, three times lower than the state average of 2.9%.

At the beginning of the the 2011-2012 school year, a 30 minute Kaplan SAT Prep and College Readiness class was added to the master schedule. As a result, Cape Henlopen High School showed the largest growth for students scoring at the college readiness level (combined SAT score of 1550 and above) from 2012 to 2014. During the spring of 2013, four Cape Henlopen High School juniors earned a perfect score on the SAT, three for Math and one on the critical Reading.

Although Cape Henlopen High School has done much to improve the achievement in all at-risk subgroups, achievement gaps of more than 10% still remain in grades 9 and 10 Math and ELA for Special Education and African American subgroups. These gaps are being addressed through the RTI program, math and reading enrichment programs, Pathways to Success program, and our community outreach programs as summarized below.

The RTI program improves student achievement through a thirty-minute daily intervention/enrichment

block for each grade level. During this time, all available personnel (reading and math specialists, paraprofessionals, volunteers/mentors, and special educators are "pushed" into that grade level in order to provide smaller groups for the students. Struggling students receive Tier II and III supports.

The Math and Reading Enrichment Programs improve student achievement through scheduling an extra 80 minute Math or ELA class with the Reading and Math Specialist for our under performing at-risk students.

The Pathways to Success Program improves student achievement by helping students to make the important connections between school and college/career readiness. The Pathways to Success Program provides mentoring support and after school tutoring, job training, and parent and student training.

The Community Outreach Program helps to improve student achievement in our out-risk subgroups by providing basic resources and important training for working parents. The Community Out Reach Program provides a food bank, shelter resources for the homeless, and technology resources and training for needy families.

Two motivational and character education classes were started this year. The Gentlemen Society for Excellence (for at-risk boys) and the Ladies of Distinction (for at-risk girls) address self-esteem and teach students successful positive behaviors.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Cape Henlopen High School has worked hard to include Assessment for Instruction and Learning and Sharing of Assessment Results as a major component of the school's culture. Through the implementation of content specific Professional Learning Communities (PLC) our teachers are now using many sources of assessment data to inform and improve instruction. This data includes a review of year-end standardized test proficiency levels. During the first PLCs of the year, teachers screen and review the data regarding students' performance in mathematics and English on the DCAS. This annual review has resulted in the development and implementation of our Enrichment and RTI programs. These programs ensure that students who are under performing in reading and math are provided with the additional supports they need to be successful.

Our data review has focused on identifying students who are not obtaining proficiency on the Delaware Comprehensive Assessment System (DCAS) at the end of the year. These students who are not proficient are classified as at-risk. After students are identified as at-risk on DCAS, they are tested using a secondary screening and progress-monitoring tool. For reading and mathematics the secondary tool is called STAR. STAR is used to identify if students are indeed performing below expected levels. Students who are not proficient on DCAS and also test at a level below proficient on STAR are enrolled in RTI. Students enrolled in Reading RTI are also further screened using the MAZE assessment. Students enrolled in Mathematics RTI are also further screened using the Scholastic Mathematics Inventory. These further screenings provide data regarding areas of need. The RTI school team reviews all of the data collected so that focused interventions can be developed for each student in RTI in relation to their area(s) of need. As a progress-monitoring tool the STAR Reading assessment and the SMI are administered every two weeks to monitor progress.

Part VI School Support

1. School Climate/Culture

At Cape Henlopen High School we believe that all students can be successful, and that with a positive school climate and culture, students feel pride in their school and therefore achieve at high levels. We have in place numerous clubs and organizations that pride themselves on focusing on anti-bullying and leading by example. These clubs include Student Government, National Honor Society, Leo Club, Friends of Cape, and Rachel's Challenge. We also have support through the community with programs such as Pathways To Success, motivational assemblies, school climate initiatives, and after school intervention.

When you walk into the Cape Henlopen High School Cafeteria, above your head you will view a paper chain with over a thousand paper links with writings from students expressing their gratitude to peers and staff for the "Acts of Kindness" they have either observed or received from others.

Cape Henlopen also has quarterly positive behavior support assemblies to celebrate and recognize student with good attendance, good behaviors, and good grades.

In addition to the social support, students in our school have access to emotional support as well. With two school nurses, a school psychologist, four guidance counselors, and collaboration through Beebe Hospital we have a Wellness Center. Our wellness center provides services for more than 70% of our student population. Students who are members of the Wellness Center can receive nutritional, emotional, and medical support.

With a positive climate and emotional support there will still be students who need further assistance with their academics. In an effort to support all of our students at Cape Henlopen High School we have other opportunities for our students. For students who may need to make up a missed credit we offer a daylight program in which they are provided in their schedule an allotted time to work on a computer based system that monitors their work and progress for them to obtain the credit needed. This is also offered during our twilight program (after school courses). Twilight students come after school three days a week and take a computerized course. Students who take twilight courses have the additional support of teachers, including a Math, English, and Special Education teacher to work with them individually. Finally students have the opportunity for summer school to recover credits.

2. Engaging Families and Community

As stated in our mission statement, "in partnership with family and community" we at the Cape Henlopen High School understand the importance of our connections between school, family, and the community. That is why we pride ourselves in programs that are put into place to work on tying all of these areas together. One program our school takes advantage of is the Pathways to Success. Through this program, families living in at-risk communities are visited to gain the support they need to make their children successful in school and at home. One example is our math enrichment school-to-work program for at-risk students.

Cape Henlopen High School also provides a food bank for needy families that is housed in our high school and managed by our Pathway to Success Students. We are currently servicing over forty families with food and toiletries.

Cape Henlopen High School regularly disseminates school information to families through the school's website, weekly/monthly automated messages, and through the 24/7 access that families have with the 1:1 iPad initiative. Cape Henlopen High School provides all 1352 students access to an iPad of their own that they take to and from school. Teachers regularly communicate student progress, assignments, and expectations to parents through emails and the learning management system. The learning management system allows parents to view real-time assignments, grades, and teacher feedback.

Parents are invited to a series of annual assemblies and meetings at the school including freshmen parent orientation, three parent conference nights, monthly PTO meetings, and a variety of award ceremonies (academic awards, distinguished student awards, Pathway ceremonies). These regularly scheduled meetings are supplemented with special events and programs designed to engage and educate parents about school programming.

Each individual student is assigned a school counselor. Counselors are required to monitor student progress and intervene on an as-needed basis if students begin to struggle academically, behaviorally or socially. All counselors and teachers are required to communicate and meet with guardians of struggling students. Counselors are evaluated on the promotion of identified at-risk students who have failed courses from the previous semester.

The Delaware Department of Education requires Student Success Plans (SSP's) which track student credits and student portfolios. The portfolios follow every student through their high school career. Students meet with their counselor at least once a year to review their academic and SSP progress. Parents and students have access to update and monitor SSP's on-line.

Parents and students take advantage of the many non-academic resources provided which include the school psychologists, the Wellness Center with a social worker and nurse practitioner, and an adult education program.

Cape Henlopen High School hosts a wide variety of Theater, Music, and Cultural Events that attracts local, state, and national audiences. These include the Rehoboth Beach Jazz Festival, Rehoboth Beach Film Festival, regional and national play days for lacrosse and field hockey, a national basketball tournament, and weekend clothes drives.

3. Professional Development

Professional development is the key to sustaining Cape Henlopen High School's place as one of the top performing high schools in Delaware. The administration at the district and the school level recognize the importance of continuous, relevant, and job-embedded opportunities for teachers and school administrators to grow professionally. The high school's professional development efforts over the past five years have emphasized three specific areas of focus: a consistent model of instruction; the meaningful use of instructional technology by teachers and students; and, the alignment of curriculum to associated state and national standards. Time for professional development is allocated within the regular school day via professional learning communities (PLCs), during after-school faculty meetings, and on staff development days throughout the school year.

Several years ago, the district launched an initiative to make Learning Focused the model of instructional practice across all schools. At the high school, two teachers and one assistant principal ensure the sustainability of the initiative as certified Learning Focused trainers. They work in collaboration with the district-wide curriculum specialist to support current teachers throughout the school year and to provide initial Learning Focused training to new teachers.

When the new Cape Henlopen High School opened in the fall of 2009, each classroom came equipped with an interactive white board and a document camera, and each teacher was issued a laptop computer. In the ensuing years, teachers welcomed more and more technology into their classrooms—from iPads, to 3D printers, to aerial drones. In the fall of 2014, all students were issued an iPad to take to and from school. To ensure the success of this technology milestone, the high school's Vanguard Team of tech-savvy teacher leaders planned, coordinated, and provided initial training and support for their colleagues. The Vanguard Team continues to lead teachers, students, parents, and the greater school community in the development of 21st century digital learning environment at Cape Henlopen High School.

To address teachers' needs relative to curriculum development and alignment, the high school has enlisted the services of the University of Delaware's Southern Delaware Professional Development Center

(SDPDC) over the past five years to augment the services of the limited curriculum personnel in the district. Subject area consultants have provided support with Common Core ELA and Math Standards, with Next Generation Science Standards, and with the Delaware Recommended Curriculum for Social Studies. The SDPDC consultants have worked in more recent years with teachers of all subjects, including Career and Technical Education teachers, on disciplinary literacy practices to enhance students' reading comprehension and writing skills across all classes. This year, SDPDC consultants also worked with local Learning Focused trainers to present the new Learning Focused lesson template during PLCs and to provide training on Webb's Depth of Knowledge model for embedding and emphasizing higher order thinking in each lesson.

As teachers endeavor to improve their instruction, they receive ongoing feedback from the principal and assistant principals who conduct regular classroom walkthroughs in addition to the formal observations of the teacher performance appraisal system. To support the quality of administrators' feedback to teachers, the high school has taken advantage of a development coach through the University of Delaware's Delaware Association for School Leadership. Over the past three years, the development coach—a retired school administrator—has visited the school once a week to join administrators on their walkthroughs and to help enhance the quality of their feedback to teachers.

4. School Leadership

The school leadership team is composed of the building principal, three assistant principals, a dean of students, and eight department chairs. The school leadership team is supported by the work of the district leadership team, which consists of a superintendent, director of curriculum, supervisor of student programs, athletic director, facilities director, director of finance, and supervisor of human resources.

The school leadership team meets regularly to monitor school operations, promote school improvement, and to ensure that the school is living up to its mission.

An example of how the Cape Henlopen High School leadership team ensures the implementation of school improvement programming occurred in 2012 when the leadership team implemented a new Student Success Homeroom period to facilitate the implementation of a Response to Intervention (RTI) and College Readiness curriculum for every student. The Building Leadership team met and was trained on how to disseminate the RTI Curriculum for students below Math and ELA state standards. Staff was also trained on a Kaplan PSAT Curriculum for all 10th grade students who did not need RTI, a Kaplan SAT Curriculum for all 11th grade students, and a College Readiness curriculum for all 12th grade students (college applications, scholarships, grants, FASA forms, ASVAB, military applications, vocational opportunities).

During the 2013 school year, the Building Leadership and District office teams helped to form a technology team (Vanguard Team) for a 1:1 iPad initiative, which was implemented at the start of the 2014-15 school year. Every student at Cape Henlopen High School received an iPad at no cost to the families. Throughout the process of implementation, the leadership team met regularly to review the progress to make necessary adjustments along the way. Ongoing professional development was facilitated by the leadership team, along with constant monitoring, troubleshooting, aligning resources, and to ensure effective implementation

The Principal and the Assistant Principals each conduct approximately 35 detailed teacher formative evaluations and 17 summative evaluations a year. In addition each administrator conducts 15 walk-throughs a week. Teachers receive valuable feedback from the walk throughs related to their student engagement, higher order questions and teaching practices, and the use of engaging technology and Learning Focused strategies. Data is gathered from the teacher evaluations, walkthroughs, RTI classrooms and common assessments. This data is analyzed by teachers and administrators during PLC's to determine future professional development needs. Each department has a common planning time to analyze student data to improve instruction and to help plan for future lessons and assessments. Each administrator oversees two departments consisting of Math, Science, English, Social Studies, Foreign Language, and Pathways.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>2009-2010 Delaware Student Testing Program (DSTP). 2010-2014-Delaware Comprehensive Assessment System(DCAS) more rigorous than DSTP.</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	76	68	74	56	57
Advanced	28	28	28	19	26
Number of students tested	317	357	352	318	286
Percent of total students tested	99	98	94	92	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	3	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	66	58	59	42	39
Advanced	11	14	17	13	13
Number of students tested	154	181	176	153	102
2. Students receiving Special Education					
Meets Standard and above	42	42	40	26	13
Advanced	2	3	5	10	2
Number of students tested	50	64	57	51	46
3. English Language Learner Students					
Meets Standard and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	81	48	62	48	20
Advanced	5	10	16	9	0
Number of students tested	37	31	37	23	15
5. African- American Students					
Meets Standard and above	43	43	46	33	20
Advanced	7	6	7	7	2
Number of students tested	56	67	56	58	46
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Meets Standard and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	83	74	78	61	63
Advanced	35	33	32	20	29
Number of students tested	237	261	281	246	231
10. Two or More Races identified Students					
Meets Standard and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>2009-2010 Delaware Student Testing Program (DSTP). 2010-2013-Delaware Comprehensive Assessment System(DCAS) more rigorous than DSTP.</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	79	85	85	72	54
Advanced	40	45	38	35	24
Number of students tested	336	323	373	348	341
Percent of total students tested	99	98	98	96	93
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	72	77	79	57	41
Advanced	28	30	24	17	13
Number of students tested	182	164	201	173	140
2. Students receiving Special Education					
Meets Standard and above	59	53	66	40	13
Advanced	16	13	8	9	2
Number of students tested	69	55	65	47	56
3. English Language Learner Students					
Meets Standard and above	63	93	100	38	33
Advanced	0	40	14	13	0
Number of students tested	8	15	7	8	3
4. Hispanic or Latino Students					
Meets Standard and above	74	88	89	54	56
Advanced	31	33	15	14	25
Number of students tested	42	43	27	35	16
5. African- American Students					
Meets Standard and above	65	59	71	40	20
Advanced	15	16	16	10	7
Number of students tested	65	49	70	62	75
6. Asian Students					
Meets Standard and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Meets Standard and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	83	90	88	79	64
Advanced	47	51	43	40	28
Number of students tested	246	250	274	272	257
10. Two or More Races identified Students					
Meets Standard and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES: The 2% of students took the Delaware Comprehensive Alternative assessment, based on the three criteria for the DCAS-ALT 1 Assessment: Cognitive Disabilities, Intensity of Instruction, and Curriculum Outcomes.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>2009-2010 Delaware Student Testing Program (DSTP). 2010-2014-Delaware Comprehensive Assessment System(DCAS) more rigorous than DSTP.</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2010</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	82	76	76	63	68
Advanced	60	52	54	41	14
Number of students tested	314	355	337	311	284
Percent of total students tested	99	98	95	95	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	3	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	71	67	63	52	55
Advanced	40	37	39	32	5
Number of students tested	154	181	163	149	101
2. Students receiving Special Education					
Meets Standard and above	50	53	38	34	15
Advanced	24	33	21	18	0
Number of students tested	50	64	48	50	44
3. English Language Learner Students					
Meets Standard and above	64	100	100	100	50
Advanced	21	100	75	100	0
Number of students tested	14	3	4	1	2
4. Hispanic or Latino Students					
Meets Standard and above	77	72	62	47	46
Advanced	46	35	47	21	0
Number of students tested	35	29	34	19	15
5. African- American Students					
Meets Standard and above	61	45	53	37	41
Advanced	30	21	22	23	0
Number of students tested	56	67	51	57	46
6. Asian Students					
Meets Standard and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Meets Standard and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	88	82	80	68	73
Advanced	68	60	59	45	15
Number of students tested	234	262	272	240	229
10. Two or More Races identified Students					
Meets Standard and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>2009-2010 Delaware Student Testing Program (DSTP). 2010-2014-Delaware Comprehensive Assessment System(DCAS) more rigorous than DSTP.</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets Standard and above	76	81	82	65	68
Advanced	52	61	47	46	16
Number of students tested	334	317	353	334	338
Percent of total students tested	99	98	98	96	93
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	69	72	76	50	52
Advanced	38	46	37	30	9
Number of students tested	181	159	186	169	138
2. Students receiving Special Education					
Meets Standard and above	54	50	62	33	22
Advanced	33	33	25	16	0
Number of students tested	69	54	61	45	55
3. English Language Learner Students					
Meets Standard and above	14	90	67	68	0
Advanced	0	40	67	0	0
Number of students tested	7	10	3	3	2
4. Hispanic or Latino Students					
Meets Standard and above	63	81	74	57	73
Advanced	42	41	39	23	7
Number of students tested	41	37	23	30	15
5. African- American Students					
Meets Standard and above	59	50	61	31	42
Advanced	29	24	24	16	4
Number of students tested	65	50	67	62	73
6. Asian Students					
Meets Standard and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Meets Standard and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Advanced					
Number of students tested					
9. White Students					
Meets Standard and above	80	86	87	72	75
Advanced	59	70	52	53	19
Number of students tested	244	249	260	268	256
10. Two or More Races identified Students					
Meets Standard and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Advanced					
Number of students tested					

NOTES: The 2% of students took the Delaware Comprehensive Alternative assessment, based on the three criteria for the DCAS-ALT 1 Assessment: Cognitive Disabilities, Intensity of Instruction, and Curriculum Outcomes.