

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Ron Dunnivant

Official School Name: Etowah High

School Mailing Address:  
6565 Putnam Ford Dr  
Woodstock, GA 30189-1501

County: Cherokee    State School Code Number\*: 0176

Telephone: (770) 926-4411    Fax: (770) 926-4157

Web site/URL: http://www.cherokee.k12.ga.us/Schools/etowah-hs/default.aspx    E-mail:  
ron.dunnivant@cherokee.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Frank R. Petruzielo

District Name: Cherokee County    Tel: (770) 479-1871

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Debi Radcliff

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	23	Elementary schools (includes K-8)
	7	Middle/Junior high schools
	8	High schools
	2	K-12 schools
	<b>40</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 7974

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 5 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1			0	8			0
2			0	9	380	335	715
3			0	10	280	299	579
4			0	11	218	195	413
5			0	12	222	237	459
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							2166

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
7 % Black or African American  
10 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
78 % White  
3 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	53
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1.	2166
(5)	Total transferred students in row (3) divided by total students in row (4).	0.033
(6)	Amount in row (5) multiplied by 100.	3.278

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 43

Number of languages represented: 7

Specify languages:

Spanish, Russian, French, Gujarati, Ukranian, Urdu and Vietnamese

9. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 386

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

10. Students receiving special education services: 7 %

Total Number of Students Served: 150

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>14</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>42</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>73</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>13</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>127</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>36</u>	<u>0</u>
Total number	<u>178</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	96%	97%	95%	97%	96%
Teacher turnover rate	5%	5%	4%	5%	4%
Student dropout rate	1%	3%	3%	2%	4%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	471	
Enrolled in a 4-year college or university	65	%
Enrolled in a community college	10	%
Enrolled in vocational training	4	%
Found employment	10	%
Military service	2	%
Other (travel, staying home, etc.)	4	%
Unknown	5	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Etowah High School stands high on Eagle Mountain, the land once known as “Thousand Acre Woods,” where one could ride motorcycles and horses, hike and hunt. Now, our school is surrounded by a flourishing community as diverse as it is busy. This vibrancy is reflected in the halls of Etowah H S, echoing with the sounds of the future, brilliant young minds full of fresh ideas, philanthropic ideals, and community awareness like no other. From the early morning tutorials to the Friday night lights of the gridiron, Etowah H S is constantly abuzz. It is this constant flurry of activity and commitment of both faculty and student body that has contributed to the growth and success we have experienced both academically and culturally over the years. Last year alone, Etowah H S students clocked an astounding 26,000 hours of community service. Some of the programs in which the students have participated include: Challenger Baseball and TOPS Soccer for special needs students; Trunk or Treat providing a safe Halloween option for local youth; and Habitat for Humanity. Student leadership groups participate in Characters in Action, Etowah H S Girls Group and Boston Buddies – all programs committed to presenting positive role models for at-risk students in elementary schools. Etowah H S boasts an extremely diverse school of 2,166 students from almost every corner of the world - from Ireland to Haiti, Japan to Iran, Mexico to India, our students are as eclectic as they are interesting!

The most prominent feature on campus is at the entrance – a beautiful eagle atop a world globe. The eagle stands as a perfect symbol -- wings spread and ready for flight with an ever-watchful eye on the future. Like the eagle, our students soar into their future with confidence and pride, for they have spent four years in a high school which prides itself in a diverse curriculum, faculty and staff. Etowah H S mission statement, *“Graduating life-long learners and productive global citizens,”* is reflected in the well-rounded curriculum we offer our students. Whether higher education or entry into the workplace is the goal, Etowah H S staff is dedicated to preparing our students to be productive citizens. Last year alone, Etowah H S scholars received approximately \$3 million in academic scholarships. Our extensive AP and Honors programs not only provide the necessary curriculum for students to be competitive in four-year research institutions, but also help students excel on high stakes testing such as AP exams and college entrance tests. For students who prefer to enter the work force from high school, our technology department offers extensive hands-on career training in a variety of career pathways in high demand for the future. It is little wonder that our students leave us with the confidence that they will excel in any endeavor they choose. All of our faculty and staff take our mission statement seriously and work hard to promote the future! The hard work of our faculty, staff, and students continues to pay off. Etowah H S is the proud recipient of a variety of awards which include: The Governor’s Office of Student Achievement Gold Award in 2007 and 2008; the Governor’s Platinum Award in 2009; The *U.S. News and World Report* magazine’s Bronze Award for “America’s Best High Schools” in 2008; and the Georgia Department of Education’s “School of Excellence Award” in 2007. Led by the forward vision of a dynamic Superintendent, the continued encouragement and support of our local board members, a hard working and dedicated staff of teachers, as well as a very supportive community, our students will continue to achieve their highest expectations and continue to be vehicles of positive change for the future.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Etowah H S is proud of its record of student achievement in academics over the past five years. Etowah H S participates in the Georgia Department of Education Accountability System. Our students have consistently exceeded both state of Georgia and national test averages on all standardized assessments. The Georgia High School Graduation Test (GHSGT) measures a student's proficiency in core academic areas of Math, English, Science, and Social Studies. In order to make Adequate Yearly Progress (AYP), 95% of students in all categories must be tested on these assessments. Etowah H S tested 99.3% of all students on these assessments in 2009 with 99.4% of these students meeting and exceeding standards. Etowah High School has successfully met AYP every year since the accountability system began.

Student achievement has shown consistent levels of high performance on the GHSGT. In English/Language Arts percent of student passing 98% or higher, Etowah H S students have scored in the passing range for the past five years. The lowest percent of students passing 98% was in 2005, the first year of this five-year period, and subsequent percent of students passing have been 99% or 100% each year. In mathematics, a similar trend has occurred. In 2005, Etowah H S recorded a percent of students passing of 99%. Each subsequent year, Etowah H S has recorded 100% students passing the Math portion of the GHSGT. In Social Studies, Etowah H S percent of students passing increased from 93% in 2005 to 99% in 2009. In science, Etowah H S percent of students passing have shown marked improvement, increasing from 88% in 2005 to 99% in 2009. In all areas of assessment on state standards and student achievement, the trend established over the past five years is one of increased growth.

On the Scholastic Aptitude Test (SAT) for college entrance, Etowah H S students have achieved the highest average scores for schools in our system and around the area. In 2008, Etowah H S students were the first in Cherokee County to post an average composite SAT score above 1600 as a class (1623). For data collected through the December 2009 administration of the test, Etowah H S students have scored an average composite score of 1678 (critical reading 558, math 572, writing 548).

Etowah H S has seen small increases in the number of students in subgroups over the past five years. Students in these subgroups have continued to perform well on standardized tests. In the subgroups of Students with Disabilities, Economically Disadvantaged, Black and Hispanic, students have continued to score above state averages on assessments. In all of these subgroups in English/ Language Arts and Math, students have scored above the 90th percentile on state assessments over the five year period.

In 2007 and 2008, the Governor's Office of Student Achievement (GOSA) recognized Etowah H S with the Gold Award for Student Achievement. This award signified a high level of student performance on the GHSGT. To qualify for this award, 85% of all students must meet standard and 35% of all students must exceed standard. Etowah H S students exceeded these requirements in 2007 with 96.0% of students meeting or exceeding standards. 91.9% of students met or exceeded standards in 2008. In 2009, GOSA awarded Etowah H S their office's highest academic award, the Platinum Award. In 2009, 95.7% of Etowah students met or exceeded standards.

Etowah H S believes that these scores demonstrate a strong commitment to student achievement within our school and our community. Dedicated and professional teachers, an involved and a supportive community, with a high priority on quality education, are major factors in achieving this high level of performance by our students.

More information about the Georgia Education Accountability system and reported data can be reviewed on the Georgia Department of Education website @ [www.gadoe.org](http://www.gadoe.org)

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

Etowah H S recognizes the importance of focusing student instruction on the individual needs of our students while working towards the goal of teaching a balanced, standards-based curriculum. In order to accomplish this goal, our staff works to identify strengths and weaknesses in student performance and teacher instruction through the study of student performance data.

Standards-based quarterly assessments are given across each content area and are reviewed by our teachers for the purpose of assessing student performance and differentiating instruction. These assessments are aligned to the Georgia Performance Standards (GPS) and allow the instructional staff to monitor student progress. Georgia Performance Standards are curriculum outcomes that are measured on state mandated assessments. By reviewing student performance on these assessments, teachers are able to modify instruction in order to ensure that all students meet these standards on the Georgia High School Graduation Test and the End of Course Test (EOCT), which is given at the conclusion of certain identified courses.

Our Data Management Team is made up of representatives from all departments and curriculum content areas. Its purpose is to facilitate the consistent and periodic review of test data. Information derived from assessments helps our staff to identify areas in which students may excel or need remediation. Once these areas are identified, our Data Management Team formulates a plan to respond to this data. One response may be an after-school remediation program for students not scoring well. Another response may be to review how we have successfully taught a particular strand and replicate that instruction in another area.

Etowah H S employs a Graduation Coach who tracks the progress of “at-risk students” and helps to design programs to help these students achieve success, allowing our teachers to address academic problems before it is too late. These students are continually monitored for progress through Response to Intervention (RTI) plans. The use of data-driven decision-making has allowed Etowah High School to design instruction to meet the needs of our students at the time when it is needed most.

## **3. Communicating Assessment Results:**

The faculty and staff of Etowah H S believe that the responsibility for student achievement is to be shared by teachers, administrators, parents and students. Therefore, it is our goal to include all stakeholders in the process of achieving successful outcomes. Keeping all stakeholders informed of the progress towards these goals is achieved through effectively using various methods of communication. Etowah H S maintains a school-wide web site that includes information concerning student performance on assessments, assessment calendars and an explanation of how testing data is used. All teachers maintain a webpage on this site that relays their class syllabus, current class news and grading and assignment information. Parents are encouraged to visit these sites frequently.

Parent Connect is an electronic grading and attendance program that allows parents to track their student’s progress from their home computer. We encourage all parents to avail themselves of this access to information.

The Etowah H S counselors are assigned a roster of students whom they track throughout the year. They maintain contact with the home through e-mails, telephone and mailings. Periodic meetings are scheduled to pass along information to students and parents. The Graduation Coach maintains contact with the parents of at-risk students.

Our English to Speakers of Other Language (ESOL) teachers hold monthly community meetings for the parents of Limited English Proficient students, for the purpose of communicating academic information in a smaller, more informal setting.

The Etowah H S Community Advisory Council meets monthly and hears updates on school improvement efforts, academic progress, testing, and upcoming programs. Etowah H S parents hold majority membership on the council, which includes Etowah teachers as well as the principal. Suggestions to be considered by the school administration are brought in from community representatives.

The Etowah H S Parent Teacher and Student Association (PTSA) is a very active part of our school community. The Etowah H S PTSA maintains an active e-mail newsletter, relaying information on a regular basis to parents and the community. The school administration publishes a quarterly newsletter that is mailed to the homes of students. This newsletter relays information of events during the past 9 weeks on the Etowah H S campus and upcoming events.

#### **4. Sharing Success:**

Etowah H S is proud of the accomplishments of our students. Our teachers take great pride in seeing all of our students achieve their dreams and goals. It is with great pride, as well, that we share information about the success of our students with other professionals and schools within our school district.

The Cherokee County School District is divided into instructional areas called Innovation Zones. Each “zone” consists of the schools that ultimately feed into the high school for which the zone is named. Thus, the “Etowah H S Innovation Zone” consists of three elementary schools, an intermediate school, and a middle school. Students from all of these schools eventually come to be Etowah H S students. Each month, principals from each of the zone schools meet to discuss progress of each of our schools, to share common problems and solutions, and to share successes. Through this collaboration, many ideas are fostered to help solve issues on each other’s campuses. Vertical articulation days are funded with Professional Development dollars so that EHS teachers can collaborate with teachers from other schools inside our Innovation Zone. This process has been very productive for Etowah H S, especially in the transition of ninth grade students from the middle school to the high school level.

High School principals (8) in our system regularly meet with our system level Curriculum staff to discuss instructional strategies and practices. Successes are shared openly and cooperatively to improve academic outcomes for all of our students.

The administration of Etowah H S encourages our teachers to be involved in professional organizations and to make presentations at national, state, and local conferences. Many of the Etowah H S faculty have made presentations at major conferences throughout the state, nation, and even internationally. Etowah H S teachers have shared their experiences not only at Etowah H S monthly faculty meetings, but also with other faculties, as invited guests to their staff meetings.

If awarded the National Blue Ribbon School Award, Etowah H S will continue to share with surrounding schools and systems our methods of achieving high levels of student performance.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Etowah H S curriculum is mapped according to the Georgia Performance Standards. Teachers strictly adhere to the curriculum map so that all students are prepared for the various benchmark assessments that will measure their learning success. These assessments include, but are not limited to: End-Of-Course-Tests (EOCTs); Georgia High School Graduation Tests (GHSGTs); and quarterly assessment tests.

Because more than 90% of our teachers are trained to use research-based strategies in delivering instruction, they implement a variety of teaching strategies that employ tools from the Learning-Focused Strategies model. Among the tools that our teachers frequently use are: essential questions; graphic organizers; collaborative pairs; and error analysis. Classrooms are student-centered and interactive. Through a variety of teaching methods and styles, students are stimulated to be an integral part of the learning experience.

The Etowah H S English Language Arts curriculum progresses from a genre-based study of literature (9<sup>th</sup> Grade) to a World Literature survey (10<sup>th</sup> Grade), giving students an excellent background in various genres, mythologies, archetypes, and writing styles. The next two years are a chronological survey of American Literature (11<sup>th</sup>) and English Literature (12<sup>th</sup>). Students may either choose a regular-level course or an advanced, honors-level course. In 12<sup>th</sup> grade, students in the honors program may opt to take Advanced-Placement (AP) Literature.

Social Studies teachers at Etowah H S offer students the opportunity to think critically and to examine a variety of topics for greater clarity, depth and understanding. From World History in the 10<sup>th</sup> grade to Economics and Government in the 12<sup>th</sup> grade, the curriculum leads students to investigate cultural, social and economic history. Several classes are offered as Advanced Placement (AP) level courses, both as core class requirements (such as AP World History) as well as elective choices (such as AP Psychology and AP European History).

The Etowah H S Math Department is currently phasing in the new Georgia Performance Standards (GPS), one year at a time. All students have the option of either taking college preparatory integrated math or honors' accelerated integrated math. In addition to these options, advanced options such as AP Statistics and AP Calculus are also offered. The math department employs technology to deliver college-preparatory math courses. Collecting and analyzing real-world data using TI Interactive, Fathom software, as well as the Internet, motivates students to understand the importance and relevance of mathematics.

In Science classrooms at Etowah instruction reflects the faculty's knowledge of best teaching practices. Classroom instruction is not limited to traditional lecture pedagogy, but typically features discussions of current science topics, hands-on activities, challenging labs and student projects. Extensive use of technology by students allows teachers to utilize the vast resources available on the Internet. Laboratory experiences utilizing probe-ware and other technology commonly found in college labs, prepare our students to continue their science education after high school.

The Modern Language Department offers French 1, 2, and 3 along with Spanish 1, Spanish 2 (regular and honors), Spanish 3 (regular and honors), Spanish 4 and AP Spanish Language. Upon entering high school, some students are just beginning their language study program. Others "jump start" their studies by beginning Level 1 Modern Language during middle school, then continuing their language studies throughout high school, completing them in AP Spanish. Courses are designed to emulate real-life situations, encouraging students to communicate effectively in the target language. Language skills are reinforced through listening, speaking, reading and writing activities.

The Fine Arts Department (dance, music, theater, and visual arts) presents challenging subjects with rigorous content and standards. Etowah H S Fine Arts teachers encourage all students to *perform* works of art, *create* their own works, and *respond* to works of art and the ideas they impart. The study of the arts can be particularly beneficial for students who are at risk in core curriculum classes.

**2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

**2b. (Secondary Schools) English:**

(This question is for secondary schools only)

Etowah H S English Language Arts Department recognizes that the intrinsic value of the lessons it teaches lies beyond satisfying state-aligned curriculum requirements, improving standardized testing scores and producing positive Adequate Yearly Progress reports. The English Department works diligently to improve all students' ability to read aloud comfortably, to grasp the meaning of what they read confidently and to express their own thoughts, feelings and analysis regarding what they read in class. We want to ensure that our students have every opportunity to leave our classrooms better readers, better writers and stronger thinkers. Students struggling in the area of reading are placed in the Remedial Education Program (REP) where specific and individual needs are met. These students progress is monitored frequently through the Response to Intervention (RTI) process.

To help achieve this audacious aim, the English Department collaborates with the Special Education Department to facilitate team-teaching, collaboratively taught lessons, and resource classroom instruction. Special Education teachers are included in the English Department grade-level consistency team meetings to ensure all students are working toward our shared aims, offering a maximum level of resources and support available for all students.

English Language Arts teachers holding certification in Language Arts and an ESOL endorsement work with our English Language Arts learners. The extensive use of co-teaching and sheltered instructional models ensure that these students complete each school year more confident and more capable with the language, the content and themselves. The program utilizes Read 180, in addition to differentiated classroom models which help our students to find success not only on standardized tests, but also as confident readers, themselves.

One third of our department is certified to teach an Honors and Advanced curriculum. Many of these teachers, however, choose to spend a portion of their day working with less-advanced students, believing that all students, not just gifted students, need the benefits of motivated, qualified instructors. A fifth of our department is involved with the county's Teach21 program, a teacher training program that provides advanced technologies such as SMART boards and Quizdoms for their classrooms. Each participant brings new modalities, new methodologies and new literacies to the classroom.

**3. Additional Curriculum Area:**

The Etowah H S Science Department focuses on providing a rigorous and challenging curriculum to students of all ability levels. Science teachers take pride in preparing students for life in the 21<sup>st</sup> century by fostering deep conceptual understandings of science through the development of critical thinking and problem-solving skills. These essential skills are developed in students of all ability levels and in all science courses as students are challenged and nurtured to reach their greatest potential. In keeping with our school mission to create life-long learners, classroom instruction is purposefully planned to be student-centered, engaging and hands-on.

The Etowah H S Science Department typifies the extensive use of instructional technology resources on our campus. Classroom computers for student use, SMART technology, scientific probe-ware and specialized software packages are all utilized to provide technology-rich learning experiences in science classes. These resources, coupled with traditional science laboratory experiences, ensure that our students are engaged in learning and well prepared to continue their science education at the college level.

Collaborative planning by Etowah H S science teachers is a key to our students' success. Science teachers meet regularly to share ideas for differentiation of instruction, review standardized test data and discuss how student achievement can be maximized. Science teachers work closely with special education teachers to ensure that the needs of all learners are met. In addition, EHS science teachers participate in vertical team meetings with colleagues from the middle school that feeds Etowah H S. The vision of high academic achievement is shared and goals are set to ensure our students' continued success in science in both schools.

Our standardized test scores are evidence that students of all ability levels are well-educated and proficient in science. In addition, Etowah H S fields two Science Olympiad teams that consistently place among the top teams in the state. The accomplishments of our students upon graduation from EHS demonstrate that our students are highly competent and well prepared to pursue their passion for science in college as they prepare for science-based careers. Graduates of Etowah H S are accepted into and awarded scholarships to some of the most prestigious and competitive universities, where they often major in science.

#### **4. Instructional Methods:**

Etowah H S continually strives to meet the needs of all students. For example, as state standards mandate a new math curriculum, our math teachers continually strive to differentiate instruction for students. Differentiation begins by using formative assessment data and teacher input to identify students who need acceleration and remediation. With this information, Etowah places students in an instructional model to target their individual needs. Students needing further time and support are enrolled in an additional math class. Math classes are also offered in a variety of instructional models including small group, collaborative, and co-taught settings. Often, these settings benefit students with disabilities and limited English proficient students.

Differentiation continues as teachers implement a variety of classroom strategies to provide the appropriate instruction for the various levels of students. These strategies include the use of essential questions to help teachers and students target instruction, graphic organizers, Cloze notes, authentic assessments, activities which build and activate prior knowledge and vocabulary, and translations of work into students' native languages. Teachers assign student centered projects for collecting and analyzing real world data. Since these surveys are student designed and administered, students of all mathematical abilities can better comprehend critical mathematic skills. Technology also plays a large role in differentiating instruction. Teachers use Smartboard technology and PowerPoint slide shows to provide visual support through semantic mapping, graphic organizers, vocabulary illustrations, video streaming, podcasting, and interactive review games, in order to ensure that the content is comprehensible to all students. Throughout classrooms, instruction is continually targeted to meet the individual needs of diverse learners.

Finally, differentiation requires providing alternative educational formats. For example, the Etowah H S Math Department offers several opportunities to master course content. Some students find success attending daily tutorial sessions during the school day in which the content is re-taught to the specific needs of the students. Others attempt to master the materials through afterschool tutorial sessions which offer one-on-one instruction.

## 5. Professional Development:

At Etowah H S, professional development is aimed at equipping teachers with the ability to interpret data and then use that data to inform, to instruct and to create effective assessments. Both during the summer and the school year, Etowah H S offers many opportunities for its teachers, staff and administrators to participate in professional development. All efforts support and advance the goals of the Etowah H S Improvement Plan.

Over 50% of Etowah H S core academic teachers have participated in the Teach 21 program, a program which affords teachers the opportunity to get new technology resources in exchange for participating in a two year program. In return for getting new technology, teachers must complete 200 hours of projects and classes, which include a capstone project, in which they demonstrate their effective use of technology. Both the classes and projects require teachers to produce standards-based work products that they actually used in the classroom. All teachers in the program receive a set of *Qwizdom* remotes, which allow the teachers to receive immediate feedback, to more effectively gauge student progress, and to easily perform test item analysis, thereby developing more differentiated, individualized instruction.

Over 90% of our teachers are trained in LEARNING FOCUSED SCHOOLS (LFS) strategies, a research-based model of instructional strategies. Teachers provide instructional activities, aligned with content standards, that promote student engagement in the learning process and foster student success in areas of retention, achievement of desired learning outcomes and completion of educational goals. Etowah H S has in-house LFS trainers who are also classroom teachers. The trainers provide training and refresher sessions so that our teachers are equipped with strategies that help them emphasize core skills in reading, writing and mathematics. The implementation and effectiveness of professional development are monitored through classroom observations, including regular evaluations by administration.

## 6. School Leadership:

Our principal, Mr. Ron Dunnivant, strongly believes in a plan of governance where all staff members become an integral part of the school program. As such, Etowah H S operates within a leadership structure that promotes individual involvement and accountability for all teachers. Etowah High School has four assistant principals who are accountable for areas of supervision. They work under the leadership of the principal to assist in organizing, planning and implementing programs of governance and instruction.

Instructional Lead Teachers (ILTs) in each curriculum content area oversee instruction in their departments. They serve as the instructional expert in their content area, and help teachers plan and organize instruction in the classroom. The ILTs observe teachers in their department to ensure consistent instruction across the classes, and relates progress or concerns to the school administration.

Weekly administrative meetings are held on Mondays to plan for the coming week and to inform the administrative staff of upcoming activities. Administrators report from their areas of responsibility. Instructional strategies are discussed, calendars are planned, and concerns addressed. This time of collaborative planning is invaluable to the success of our school.

Likewise, the Instructional Lead Teachers meet each Wednesday. By scheduling common planning time for our ILTs, two hours each week are available for this collaborative planning effort. New strategies are introduced, academic progress is monitored and each department gives a report. This group also serves as our Data Management Team, reviewing student test scores and assessment data, allowing modification of instruction to meet the needs of our students. It is with this team that consensus is built for the strategies that are implemented in our classrooms. Instructional monies are divided among all departments and the ILTs identify the needs in the classrooms.

Monthly faculty meetings are held on the first Tuesday of each month to ensure accurate communication and to build camaraderie among staff.

## PART VI - PRIVATE SCHOOL ADDENDUM

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This section is for private schools only

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Georgia High School  
Graduation Test

Edition/Publication Year: 2007-2008 and 2008-2009 State of  
Georgia K-12 Report Card

Publisher: State of Georgia Office of Student  
Achievement

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Pass Plus % Pass	100	99	100	98	98
% Pass Plus	79	72	84	81	65
Number of students tested	419	372	380	333	346
Percent of total students tested	97	96	99	95	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Pass Plus % Pass	100	91	100	95	85
% Pass Plus	70	47	70	74	26
Number of students tested	44	34	27	19	27
<b>2. African American Students</b>					
% Pass Plus % Pass	95	96	100	95	100
% Pass Plus	43	46	73	65	23
Number of students tested	21	28	11	23	13
<b>3. Hispanic or Latino Students</b>					
% Pass Plus % Pass	100	94	100		90
% Pass Plus	53	50	86		60
Number of students tested	19	18	14		10
<b>4. Special Education Students</b>					
% Pass Plus % Pass	95	87	93	70	84
% Pass Plus	36	32	33	29	47
Number of students tested	22	22	15	17	30
<b>5. Limited English Proficient Students</b>					
% Pass Plus % Pass					
% Pass Plus					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 3 - Hispanic or Latino Students assessed 2005-2006 fewer than 10.

Subgroup 5 - Limited English Proficient Students assed fewer than 10.

Subject: Reading

Grade: 11 Test: Georgia High School Graduation Test

Edition/Publication Year: 2007-2008 and 2008-2009 State of Georgia K-12 Report Card

Publisher: State of Georgia-Office of Student Achievement

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Pass Plus % Pass	100	98	99	100	97
% Pass Plus	81	73	91	87	76
Number of students tested	420	373	380	334	346
Percent of total students tested	97	96	99	95	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Pass Plus % Pass	98	91	100	100	90
% Pass Plus	71	54	78	79	54
Number of students tested	45	35	27	19	28
<b>2. African American Students</b>					
% Pass Plus % Pass	95	93	100	100	92
% Pass Plus	52	50	91	87	54
Number of students tested	21	28	11	23	13
<b>3. Hispanic or Latino Students</b>					
% Pass Plus % Pass	95	100	100		90
% Pass Plus	63	56	100		50
Number of students tested	19	18	14		10
<b>4. Special Education Students</b>					
% Pass Plus % Pass	90	91	99	94	90
% Pass Plus	45	50	60	65	53
Number of students tested	22	22	15	17	30
<b>5. Limited English Proficient Students</b>					
% Pass Plus % Pass					
% Pass Plus					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 3 - Hispanic or Latino Students assessed School year 2005-2006 fewer than 10.

Subgroup 5 - Limited English Proficient Students assessed fewer than 10.

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