

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Kelly Bumgardner Ed.S

Official School Name: Calhoun High School

School Mailing Address:    315 S. River Street

Calhoun, GA 30701-2158

County: Gordon    State School Code Number: 3050

Telephone: (706) 629-9213    E-mail: bumgardnerk@calhounschools.org

Fax: (706) 602-6652    Web URL: http://www.calhounschools.org/highschool/Home/tabid/617/Default.aspx

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. Michele Taylor Ed.D.    Superintendent e-mail: taylor@calhounschools.org

District Name: Calhoun City    District Phone: (706) 629-2900

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. Amy Atkinson

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

11GA2

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 2 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
4 Total schools in district
2. District per-pupil expenditure: 7273

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	110	111	221
3	0	0	0		<b>10</b>	120	102	222
4	0	0	0		<b>11</b>	120	101	221
5	0	0	0		<b>12</b>	91	114	205
<b>Total in Applying School:</b>								869

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
9 % Black or African American  
24 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
63 % White  
2 % 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 2009-2010 school year: 12%

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, 2009 until the end of the school year.	36
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	74
(3)	Total of all transferred students [sum of rows (1) and (2)].	110
(4)	Total number of students in the school as of October 1, 2009	881
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent limited English proficient students in the school: 3%

Total number of limited English proficient students in the school: 30

Number of languages represented, not including English: 3

Specify languages:

Spanish, Polish, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 50%  
 Total number of students who qualify: 423

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%  
 Total number of students served: 92

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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>52</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>8</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>3</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>0</u>
Special resource teachers/specialists	<u>16</u>	<u>3</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>18</u>	<u>1</u>
Total number	<u>89</u>	<u>4</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: 22:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	93%	0%	93%	95%
Daily teacher attendance	97%	97%	98%	97%	97%
Teacher turnover rate	9%	10%	1%	1%	1%
High school graduation rate	91%	92%	81%	83%	89%

If these data are not available, explain and provide reasonable estimates.

In 2007-08, Calhoun City Schools implemented a new student information system. The daily student attendance data is not available for this year. The turnover rate increased in 2008-2010 due to a system reduction in force as a result of the economy.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>187</u>
Enrolled in a 4-year college or university	<u>60%</u>
Enrolled in a community college	<u>10%</u>
Enrolled in vocational training	<u>10%</u>
Found employment	<u>15%</u>
Military service	<u>1%</u>
Other	<u>4%</u>
<b>Total</b>	<b><u>100%</u></b>

Located in Calhoun, Georgia, the county seat of Gordon County, in northwest Georgia, Calhoun High School (CHS) opened in 1902 and currently serves 850 students, many third and fourth generation “Yellow Jackets.” The only high school in the Calhoun City School system, this public, four-year, comprehensive high school offers Advanced Placement, honors, and college preparatory classes as well as numerous career/technical paths to prepare all graduates to have a promising future. The region has moved from being a predominantly agricultural community to one whose focus is currently manufacturing. The school has seen major shifts in enrollment through its long history as it once served a majority of both city and county students. The size of the student body has remained relatively stable in recent years, though the ethnicity has shifted. Because of its strong academic and extracurricular programs, students outside the system seek admission to CHS. Region and state champion teams and individuals are common, and “Jacket Pride” is pervasive in the student body as well as in the community. On any fall Friday night, more than half the student body is “under the lights” of the stadium playing football, cheering, marching in the band, or singing the National Anthem, a testament to the pride of being a “Jacket.”

The mission of CHS is “to provide the diverse citizens of our community quality educational opportunities, which will enable them to develop into lifelong learners.” The school’s motto, “Learners Today, Leaders Tomorrow,” is the motto of faculty and staff and is supported by the system’s administrative and elected board leadership, who make every effort to meet the needs of all students, despite the loss of state and local revenue. Our students receive assistance to meet their potential before, during, and after high school. Since the system contains one primary, elementary, and middle school, the staff has access to information and insights about students prior to their arrival in high school. Students who need enrichment or remediation are identified early, and every effort is made to provide for the educational, emotional, and social needs of all learners. The student services staff provides information and guidance about planning for programs of study and “life after high school.” Teachers and administrators use a variety of data to make decisions about curriculum, instruction, and programs. “The best interest of the child” guides all decision-making, and the needs of exceptional students are addressed as effectively as are the needs of the majority. A comprehensive Advanced Placement and honors program prepares students to excel on high stakes tests and to be successful in colleges and universities. The College Board has recognized CHS as an AP Challenge School, a school of less than 900 students that offers AP courses in all core academic areas. Additionally, we are recognized as an AP STEM school, one which offers two AP exams in mathematics and science. Students preferring to enter the work force may choose from numerous pathways in the Career/Technical/Agricultural Education (CTAE) department. Our goal is that all students will graduate and excel in any endeavor they choose.

The CHS community believes that a comprehensive education involves being active in the community. Many students participate in leadership programs offered by school and community organizations and begin building the next generation of leadership. Other students are actively involved at local and state levels with programs and projects to promote awareness and activism. Our students “give back” through community service projects. In 2008-2010, CHS students accumulated 8500 hours of community service annually through the Students Helping Our Community (SHOC) program.

Calhoun High School is a testament to the adage that the building is not the school. While some of the facility is the original structure, the community looks forward to the construction of a new complex in 2011-13. Teachers and students take pride in their location, the heart of town, and make the most of available facilities and opportunities. Recently CHS was named a Title I Distinguished High School for the sixth consecutive year, one of only 16 among Georgia’s 868 high schools this year. The school’s literary team was the state champion in 2006, and the extracurricular athletics, fine arts, and forensics programs are state, regionally, and nationally recognized. CHS was ranked 2nd in the state by the Georgia Athletic Directors Association and received the Georgia High School Association’s Ray Horne Award for excellence in academics, fine arts, and athletics. In 2009, US News and World Report recognized CHS as

a silver award winner for being one of “America’s Best High Schools.” The long-range, 20/20 vision of our superintendent, school board, principal and staff at CHS ensures that our school will continue its 100+ year tradition of excellence as we work to ensure that all students exceed expectations by the year 2020.

### 1. Assessment Results:

Calhoun High is proud of its record of student achievement in academics over the past five years. The school participates in the Georgia Department of Education Accountability System, and our students have consistently exceeded both state 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 mathematics, English/language arts, science, social studies, and writing. Adequate Yearly Progress (AYP) requires 95% of students in all categories be tested on these assessments; over 99% of all students participate in testing annually. Additionally, AYP is measured by GHSGT results in English/language arts and mathematics. Scores on the assessments are reported differently because of the continued implementation of the Georgia Performance Standards. English/language arts and science were the first two areas implemented; scores on those tests range from 200-350. In 2010, the social studies assessment reflected implementation of the standards, and the score range was aligned with English/language arts, writing, and science; prior to that time the range had been from 500-600. Mathematics, the discipline with the most sweeping changes in the GPS, moves to the 200-350 range this school year; previously the scores ranged from 500-600. Students in the economically disadvantaged and Hispanic subgroups (the groups with more than 40 testers) were required to score at the "pass plus" level, or 516, for AYP accountability. Beginning in 2011, all scores will range from 200-350, and AYP will measure basic proficiency (200) in English/language arts and math.

Student achievement at CHS has shown consistently high levels of performance on the GHSGT. In mathematics, the percent of all students passing has ranged from 94-100% over the past five years. In English, a similar trend has occurred, with 91%-100% passing over the five-year span. The student population has increased significantly in all subgroup areas except in white students, and these subgroups have been able to maintain high pass rates as well. The performance of the economically disadvantaged subgroup in math has been impressive; a range of 43-50% scored in the "pass plus" range. In English/language arts, the success rate is even higher. These scores demonstrate a strong commitment to student achievement both within our school and from the community. Dedicated, qualified teachers and a community that places a high priority on quality education expect and celebrate these successes.

The Georgia High School Writing Test (GHSGWT) is given to all juniors annually. This test measures four content domains: ideas, organization, style and conventions. Our students regularly score at or above the state average on this exam. The school's belief is that if students write about a topic, they demonstrate a higher level of knowledge. Writing across the curriculum is pervasive throughout the school.

An achievement gap in mathematics for students in the African American, Hispanic, and Students with Disabilities (SWDs) subgroups is a focus of this year's School Improvement Plan. We have specifically disaggregated the data departmentally to focus more intensely on students who are not mastering GPS. Modification of the A/B block schedule allows for support classes and daily instruction. Benchmark and End of Course Test (EOCT) data has been used to identify "pull out" groups for targeted instruction and remediation. A faculty/staff mentoring program has been created to provide students with the academic encouragement and support many lack from their families. African American and SWD students are being targeted in English/language arts in a model similar to that of mathematics. All students create note cards and study notebooks for reference and GHSGT practice. Personal invitations to attend after school tutorials are issued to at-risk students and their parents. The special education department focuses on transition plans and improving standards-based IEPs to ensure progress monitoring. Placing highly qualified content specialists in the special education program has improved the co-teaching and inclusion collaboration models for all core academic areas. The academic interventionist meets with individual students to advise them of resources available to make them more successful. This year, each advisor has been asked to contact each student's family to give a positive report at the beginning of the semester to establish a positive school-home partnership.

Because a majority of students attend college, admissions testing is also a focus at CHS. On the 2009 SAT, CHS students posted an average composite score of 1447. Those taking the ACT had an average composite score of 20.7. In 2010, the SAT overall composite was 1389, while the composite for those who had completed a college preparatory program was 1623. On the ACT the composite was 21.2.

More information about the Georgia Education Accountability system and reported data is available from the Georgia Department of Education website @ [www.gadoe.org](http://www.gadoe.org).

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

The faculty, staff, and administration of CHS utilize all available data to drive instruction and change. Daily teacher planning, collaborative vertical and departmental planning, professional development sessions, leadership and Better Seeker team meetings and planning sessions, school advisory council meetings, and monthly system leadership team meetings, are guided by the most current data available. Results from data analysis are used to update school improvement goals and to maximize student achievement.

Calhoun High School has a variety of school wide reform strategies in place designed to improve instruction and to provide students the opportunity to master the Georgia Performance Standards. The school uses research-based, effective instructional strategies and methods. Teachers regularly re-examine the standards to ensure consensus on what students should know, understand, and be able to do. Teachers use common performance tasks, and they utilize the results of both formative and summative assessments to guide and plan instruction, remediation, and enrichment.

Participation in the Professional Association of Georgia Educators' (PAGE) High School Redesign Initiative is an ongoing project at CHS. The administration and staff adhere to the belief that students are vital stakeholders in instruction, and their input and interests are used to guide teaching and learning. All teachers have implemented standards-based classrooms to develop learning tasks to connect exemplary practices with students' use of higher order thinking skills. Teachers ensure that their teaching strategies meet the needs of all subgroups through differentiation, activating and summarizing strategies, and the use formative and summative assessment data. Response to Intervention (RTI) and the use of the Pyramid of Intervention strengthens the education of at-risk, SWD, and ESOL students. Instruction in programs such as Project Success, Remedial Education Programs (REP), tutorial sessions, and study skills classes is data driven. At-risk students are monitored by counselors, administrators, and intervention specialists to ensure that they are making academic progress.

Calhoun High School teachers are actively involved in academic assessment decisions designed to improve individual performance and instructional effectiveness. Teachers collaborate to develop assessments and rubrics based on the GPS and work individually and collaboratively to evaluate student work based on standards and common assessments. Various staff members assist in the development of stakeholder surveys, serve on ad hoc committees, and participate in data retreats and redesign initiatives.

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

Calhoun High School believes that educators, students, and parents share equally in the responsibility for student achievement, and communication is the link between these three entities.

Various forms of electronic media allow teachers and the school staff to communicate with students and families. Parent Portal, a component of the school's student information system, allows parents and students electronic access to grades and attendance information. Another component of the system, Shout Point, delivers electronic messages and reminders about current school events such as tutorial sessions and testing. Web-based programs such as USA TestPrep and Study Island allow teachers to monitor student progress as they work on concepts and standards measured on state and national assessments.

Print copies of assessment results for GHSGTs and EOCTs are routinely distributed to students and parents, and grade-level parent meetings offer an opportunity to ask questions of and receive explanations of data from administrators, counselors, intervention specialists, and teachers. Grade reports are issued quarterly, and faculty members are required to contact parents of students who are not passing their class. Students with Disabilities and their parents receive reports each 4 ½ weeks to monitor progress toward their IEP goals.

Calhoun High School has two Academic Intervention Specialists who track the progress of “at-risk” students and facilitate parent/school communication. The interventionists compile a failure report after each grading period and cross-references it with students who have been unsuccessful with earlier assessments to provide subject area teachers as much data as possible. Parents receive letters offering suggestions about ways to help students be more successful and about how to interpret their student’s scores. Counselors and interventionists meet with parents to discuss and review results of standardized assessments and nationally normed tests (ACT, PSAT, and SAT) as requested, and parents are encouraged to discuss these results at individual advisement sessions and parent/teacher conferences.

The CHS principal reports regularly to the school’s Advisory Council, the CTAE Advisory Board, the CCS School Board, and the Parent Teacher Organization about all facets of school life, including student assessment results. The annual “state of the school” address is presented to all stakeholders to present AYP data and school improvement goals and results in a “user friendly” format. The CCS superintendent communicates results from CHS and our feeder schools via an electronic newsletter, The Central Office Communicator, and provides information to local media as requested.

#### **4. Sharing Lessons Learned:**

Calhoun High School encourages all teachers and paraprofessionals to be involved in professional organizations and to share their best practices with their colleagues in other schools and organizations. It is an honor to share innovative ideas as well as gain valuable insights about how CHS can improve as well.

The head football coach has presented at several regional coaching clinics, and one special education teacher recently presented strategies for using learning centers in the high school at a professional conference. Other teachers of Students with Disabilities have presented strategies for co-teaching and inclusion at regional meetings. The administration and support staff members are actively involved with the educational projects and committee work of the Gordon County Chamber of Commerce to promote the students and the work of CHS. Calhoun High School is actively involved in the Professional Association of Georgia Educators’ (PAGE) Working on the Work (WOW) High School Redesign Initiative developed from the work of Phillip Schlechty. The project focuses on developing meaningful work and projects for students to promote greater student engagement. The “WOW Team” spent two years collaborating with their colleagues in the adjoining county school system and members have presented workshops at state conferences. A highlight was the collaboration of the former principal with her cross town counterpart to present how athletic rivals were able to work together to improve instruction and student engagement in their respective schools. Another administrator presented at last summer’s conference, and the team and the school serve as a model for other schools beginning their redesign work. Both the former and current principals have been a part of the leadership academy sponsored by the PAGE/WOW initiative.

Recognition from the Georgia Department of Education and US News and World Report has provided our school with the chance to share our best practices and accomplishments with our community and with other area schools. Collaborating with schools and systems around the state has helped CHS develop the most effective design for its new facility, and we look forward to hosting other schools and districts who will likely visit to observe the cutting edge technology and facility we will soon have. The educational opportunities we offer our students are outstanding, and we welcome the opportunity to share our “Jacket Pride” with parents, community members, and fellow educators.

## 1. Curriculum:

Calhoun High School has a tradition of excellence in delivering relevant, rigorous instruction. The curriculum is directed by the Georgia Performance Standards (GPS) in each subject area. Teachers in core academic areas collaborate frequently to ensure that they share common goals about what students should know, learn, and be able to do. Preparing students for common departmental benchmark summative assessments and standardized EOCTs, GHSGTs, AP exams, and college admissions tests is the goal of all faculty and staff. Data gathered from these assessments guides all programs and placement of students. As Georgia moves toward the Common Core Standards, our faculty will continue to refine curriculum and instructional methods to allow students to master the standards.

Teachers at CHS employ engagement strategies acquired through the redesign initiative. Incorporating technology to encourage the digital generation of students allows teachers to communicate and teach effectively. Standards-based instruction is prevalent in each department, and though individual teaching styles vary, all use their tools effectively: graphic organizers, essential questions, peer teaching, small flexible grouping, and instruction in study skills particular to their content areas are the norm.

Calhoun High School operates on an A/B block schedule, and students are required to complete 26 Carnegie units; four in English/language arts, math, and science and three in social studies. Students planning for a four-year college must complete two years of the same foreign language and choose from Spanish, French, or Latin. Instruction stresses utilizing learned vocabulary to exchange spoken and written information in the target language as well as demonstrating an appreciation of the culture. An integrated English/language arts curriculum provides instruction in composition, literary genres, and the chronological development of American and British literature. An integrated mathematics curriculum incorporates algebra, geometry, and statistics at all grade levels. Science students study biology, physical science, and chemistry and select from electives such as environmental science. Social studies students are required to complete courses in world and US history, government, and economics. All students are urged to complete a career pathway, which involves completing three units in a single Career/Technical/Agricultural Education (CTAE) program. A new facility will allow additional pathways, and end of pathway exit tests are planned for each program.

Gifted students or those willing to accept the challenge of honors and AP classes may choose from fifteen courses in the core academic areas, foreign language, and visual arts. Instructors work collaboratively to increase participation and to enhance instruction in these rigorous classes. Honors level classes in the core academic areas and foreign language prepare students for the rigor and critical thinking skills necessary for AP courses and college success.

Students with Disabilities receive instruction through the co-teaching/inclusion model. ESOL/ELL classes provide support necessary for non-native English speakers to acquire and use English, and students who fail classes and standardized assessments are provided the opportunity for credit recovery and/or remediation during the school day. After school tutorial sessions are offered weekly for all students, and web-based resources such as teacher-maintained sites, Study Island, and USA TestPrep are available.

While academic excellence is a tradition at CHS, the staff believes that lifelong learning involves developing all of students' talents and abilities. The CHS athletic and fine arts programs seek to do just that. While all students take health and personal fitness, many opt to take advantage of weight training, and team and lifetime sports classes. Proper nutrition, the dangers of alcohol and drugs, and the promotion of social and emotional well-being are the focus of all physical education classes. A testament to the influence and effectiveness of the department is the large number of students who participate in extracurricular athletics, many in multiple sports.

The fine arts program at CHS offers limitless opportunities for students to “round out” their education. Teachers of music and dramatic and visual arts offer exemplary programs to their students. Choral music classes offer learners the opportunity to explore individual creativity, artistic expression, and an in-depth study of vocal technique. Students refine their knowledge of melody, rhythm, harmony, and sight reading, and assessments are embedded within the program. Students experience and perform various styles of music and hone their classroom skills with outside activities often collaborating with dramatic arts students to present musicals. Dramatic arts classes incorporate state standards with a diverse content that includes elements of acting; technical theatre, and theatre history. Visual arts classes focus on art production and range from Art and Pottery I to AP Studio Art. Students learn how artists use an array of materials to express themselves, and they receive instruction through teacher-led demonstration, peer groups, and individual instruction. Developing visual judgment skills enhances creative and high order thinking abilities.

Calhoun High School offers its diverse student population an array of educational opportunities to become a lifelong learner.

## **2. Reading/English:**

The CHS curriculum is designed to provide students with a comprehensive overview of American, British, and world literature and to enhance writing, speaking, and listening skills. Currently the program is being restructured to align with other schools in the state to serve students more effectively. Primarily that change involves rearranging the sequence of courses. The outline which follows describes the current structure.

The 9th grade curriculum introduces students to literature from around the world, including Greek mythology, while exploring various genres such as drama and poetry. Through these works, students begin to learn a variety of literary terms and how they can be identified and utilized. Students develop writing and grammar skills through a variety of composition exercises and assignments, and they refine their speaking and listening skills through classroom presentations and group activities.

The 10th grade curriculum focuses on American literature. Students learn the development of American thought as it is expressed through the nation’s literature, starting with the Native Americans and ending in contemporary times. Students read a wide variety of fiction and nonfiction and build on the literary terms learned in the 9th grade. Students write a major research paper in this course.

The 11th grade curriculum focuses on British literature, featuring such classic works as Beowulf, Hamlet, and the poetry of the Romantic era. Students also review for the graduation test, reinforcing their knowledge of literary devices, writing, and reading comprehension. Students continue to hone their writing skills and to prepare for college composition courses.

The 12th grade curriculum is a world literature course centered on themes such as truth, beauty, and freedom. In each unit, students read a variety of literary works from around the world that focus on one of these themes. Students will develop their research skills and composition skills and produce various types of creative and expository writing.

Advanced Placement courses are available in language and in composition. Other courses in the English department include speech, drama, and journalism. The English department/language arts department’s goal is to meet the needs of all students, whatever their plans or abilities. Teachers use guided reading techniques in their classes and conduct in-depth discussions in the hope of ensuring full comprehension of challenging works and concepts. Tutorials provide one-on-one time with the instructor and ensure that students receive the assistance they need to succeed.

### **3. Mathematics:**

The mathematics department at Calhoun High School follows the Georgia Performance Standards and frameworks developed by the Georgia Department of Education as curriculum guides for Math I, II, and III. All teachers in the department have received extensive training for implementation of the GPS. The integrated curriculum rollout will conclude in the 2011-12 school year with the addition of Math IV. Meeting the challenges of the integrated mathematics curriculum has been a departmental focus for the past three years. To promote the high level thinking and problem solving skills required by this integration, teachers have successfully collaborated to implement accelerated math, math support, and AP math courses so that the needs of all students are met. Students in accelerated math courses are prepared for AP calculus during their final year of high school, and we will add AP statistics for the 2011-12 school year.

Students who need additional instruction are offered math support at each grade level. Students are scheduled alternately for math class and support to receive instruction daily. The new math curriculum is challenging, and some students may have difficulty meeting every standard in their first attempt. Students who are unsuccessful during first semester are scheduled for an everyday math class during their second semester, and instruction is conducted as it is in the 4x4 block. Students who require summer school to recover credit have access to a math teacher to enhance their computer-based instruction.

Currently we are preparing for the initial GPS version of the Georgia High School Graduation Test. We provide review sessions for all students, such as after school reviews and evening tutorial sessions. Sophomores take a GHSGT diagnostic, and scores are used to place students in remedial classes and pull out sessions during their junior year to provide additional assistance. At-risk students receive instruction in small group pull out sessions of three to five students during teacher planning time.

Teachers in the mathematics department continue to search for new ideas and instructional methods to assist the students and to make their work meaningful and relevant. Each year, we make adjustments in the program to provide more effective instruction and to accommodate the learning styles and needs of all students.

### **4. Additional Curriculum Area:**

The Social Studies curriculum at CHS is tailored for the diverse nature of our student body while implementing the Georgia Performance Standards. We believe that “equal education” means that all students should have equal opportunity to reach their potential and to excel in high school and beyond. The department meets regularly to plan strategies to implement the School Improvement Plan and to ensure adherence to the GPS and the schools’ mission statement.

College prep level courses are World History, US History, Government, Economics, Current Issues, Geography, and SAT Prep. A clear focus of these courses is preparing students for the GHSGT. All social studies classes begin with a warm-up activity geared toward GHSGT questions. Eleventh graders prepare flash cards for a dedicated “Blitz Week” review. The department has maintained a 90% or higher pass rate on the GHSGT in Social Studies.

Advanced/gifted students may choose Advanced Placement courses at each grade level: AP Government (9th grade); AP World History (10th grade); AP US History (11th grade); AP Psychology (12th). AP Human Geography will be added soon. Three of seven social studies teachers have gifted endorsement or are currently completing it, and all AP teachers are College Board trained for their specific course. All teachers implement differentiation strategies to engage all students and to facilitate meaningful learning.

Students at risk for failure are a particular focus in the Social Studies department. Because our population has become more diverse in recent years, many of the students who come to 9th grade do not have the same base of knowledge as those students who are more familiar with United States and Georgia history and American government policies and procedures. Content mastery presents greater challenges to

Hispanic/Latino students, for example. To support the staff's desire for an "equal education" and to fulfill the school's mission to produce lifelong learners, teachers go "above and beyond" to see that students grasp challenging concepts. At the end of 10th grade, students who have not performed well are targeted for remedial classes (REP). We offer an additional REP class for seniors who have repeatedly failed the GHSGT; both classes are taught by teachers with gifted endorsements, and the 12th grade course includes a special education paraprofessional to assist. Additionally, pull out review sessions are offered after school, and weekly evening tutorials are offered to all students.

## **5. Instructional Methods:**

All students at Calhoun High School are expected to not only master the Georgia Performance Standards, but to develop and implement strategies and tasks to meet the needs of all learners. Teachers work collaboratively within their departments and especially with co-teachers and teachers of students with disabilities and with those who find mastering the learning goals difficult. Instructors adjust or modify instruction and differentiate their lessons appropriately; they adjust instruction to the needs of students rather than force students to adapt to their methods and procedures.

Teachers believe that students who are engaged in meaningful, relevant learning master content more quickly and retain it longer. Classroom strategies help individualize or differentiate the instruction/lesson for students who need assistance. Instructors "chunk" or break concepts into smaller, more manageable parts; they promote cooperative and/or peer learning opportunities; and they provide guided study notes. Alternative or reduced requirements for assigned tasks help those who struggle, as does providing multiple examples or models of work and responses. Allowing student choices for projects and learning tasks, adjusting the levels of difficulty, and utilizing flexible grouping within the classrooms are strategies CHS teachers implement routinely to meet the needs of all learners.

Gifted students are provided with many opportunities to set and exceed high expectations. Teachers work to challenge their students with summer reading and preparatory work and offer intensive preparation for the SAT or ACT as well as the Advanced Placement tests.

All students are recognized as individuals with varying backgrounds, readiness levels, and diverse learning styles. Although many students are challenged with enrichment activities that may go above and beyond the requirements in the classroom, the urgency for CHS to close the achievement gap for lower performing students is always a top priority. Informal and formal assessments provide data to guide instruction, determine individual and group strengths and weaknesses, and allow teachers to develop learning tasks to meet the needs of all learners. Core academic areas utilize small group or individual "pull out" instruction with students at risk of failing EOCTs and GHSGTs because of their disabilities or because English is their second language. Teachers at Calhoun High School believe that students will rise to the highest level of what is expected of them, and they strive daily to help students set and meet the highest standards possible.

## **6. Professional Development:**

Professional development at Calhoun High School focuses on enhancing teaching and learning and engaging students in purposeful work. Teachers are equipped to design assessments and to analyze all forms of available data to make curricular and instructional decisions to improve student performance. Professional learning is an ongoing process, and each activity is designed to support and advance the goals of the school's improvement plan and mission. Data analysis is ongoing in each academic department and in biweekly "Sting" professional development meetings. Teachers focus on the performance of students in each content domain of the GHSGTs and EOCTs and evaluate each subgroup's performance to provide necessary remediation and/or to refine and enhance instruction.

Teachers in all core academic areas have participated in the rollout of the Georgia Performance Standards and have been trained to implement standards-based instruction. Career/Technical/Agricultural Education (CTAE) teachers participate in district and state collegial groups to develop their programs and courses

and to ensure that their students have the knowledge base and skills level for their pathway. Mathematics instructors have participated in extensive training to successfully implement the integrated curriculum, and all core department teachers will collaborate to refine their instruction to comply with the Common Core Standards as they are finalized. Released time for departmental collaborative planning has allowed teachers to develop common assessments, share successful strategies, and revise and adjust course offerings as needed.

The High School Redesign Initiative project sponsored by the Professional Association of Georgia Educators (PAGE) has had the most significant impact on professional learning and development at CHS recently. Teachers have collaborated with their fellow teachers and colleagues in neighboring systems and have attended regional and state conferences to design learning activities that are engaging, relevant, and purposeful. Several teachers and administrators have presented at such events. Guided by the Better Seekers and Leadership Teams, teacher conduct peer observations and visit exemplary programs to identify and replicate the strengths and weaknesses of other similar courses and curricula.

## **7. School Leadership:**

The Calhoun City School System leadership philosophy is that each principal must be the instructional leader of his/her school, and Principal Kelly Bumgardner demonstrates that ideal at Calhoun High School. Communication is crucial for the operation of the school for academics and extracurricular activities. She believes that administrators must be perpetual learners who are willing to admit that they may not always know every answer but are willing to tackle every question. Bumgardner and the staff at CHS believe that schools should not apologize for setting high standards and rigor for ourselves and our students. As educators, we are morally and professionally obligated to provide purposeful, well-planned instruction. With dedication and perseverance, strong academic and extracurricular results will follow.

Calhoun High School's leadership structure promotes individual and corporate involvement and accountability. The administrative team is made up of the principal and two assistants, and they meet regularly to organize and plan for the governance of the school. The leadership team is made up of administrators, two counselors, and two academic intervention specialists who meet regularly to plan and implement scheduling, procedures, and professional development activities to enhance curriculum and instruction.

Each department chair's responsibility is to lead the teachers in his/her respective area toward common goals. The success of CHS relies on the leadership these people demonstrate daily as they model cooperative leadership, consensus building, effective communication, and innovative thinking. The department leaders display honesty and openness, exhibit strong content knowledge, and serve as an advocate for the department. Departments are structured by academic areas. In addition to serving as exemplary teaching models, these leaders perform numerous additional duties. They offer input into scheduling, address areas of needs for remediation and enrichment, secure teaching materials, disaggregate data, conduct peer observations, celebrate successes, and collaborate with the administrative and leadership teams.

The Better Seekers team is comprised of various certified and classified staff members who have interest in school improvement. They identify areas of need for the school improvement plan by meeting regularly to evaluate curriculum and planning, assessment results, professional learning, and the school climate and culture.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Georgia High School Graduation Test

Edition/Publication Year: Annual Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
pass	94	97	98	96	100
pass plus	58	60	72	97	100
Number of students tested	211	183	179	170	168
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	5	4	6
Percent of students alternatively assessed	1	0	2	2	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
pass	89	94	96	92	100
pass plus	51	43	55	44	50
Number of students tested	81	86	58	61	42
<b>2. African American Students</b>					
pass	91	87	94	77	100
pass plus	14	25	47	15	60
Number of students tested	22	16	17	13	10
<b>3. Hispanic or Latino Students</b>					
pass	89	95	100	97	100
pass plus	52	41	68	54	62
Number of students tested	62	37	25	35	21
<b>4. Special Education Students</b>					
pass	70	89	80	84	
pass plus	8	28	33	15	
Number of students tested	26	18	15	13	
<b>5. English Language Learner Students</b>					
pass					
pass plus					
Number of students tested					
<b>6. white</b>					
pass	97	100	98	92	100
pass plus	68	70	75	71	76
Number of students tested	123	122	128	118	131
<b>NOTES:</b> The Special Education Students in 05-06 and the English Language Learner Students in each year had too few students to report.					

11GA2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: GA High School Graduation Test

Edition/Publication Year: Annually Publisher: Georgia Department of Transportation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Pass	92	93	91	98	100
Pass Plus	61	55	61	75	75
Number of students tested	210	183	179	171	169
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	2	4	6
Percent of students alternatively assessed	1	0	1	2	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass	86	86	90	96	100
Pass Plus	51	44	45	56	50
Number of students tested	81	86	58	62	42
<b>2. African American Students</b>					
Pass	87	69	94	100	100
Pass Plus	32	38	47	38	80
Number of students tested	22	16	17	13	10
<b>3. Hispanic or Latino Students</b>					
Pass	97	81	80	97	100
Pass Plus	53	27	28	57	33
Number of students tested	62	37	25	35	21
<b>4. Special Education Students</b>					
Pass	70	89	93	93	
Pass Plus	23	28	33	31	
Number of students tested	26	18	15	13	
<b>5. English Language Learner Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>6. white</b>					
Pass	95	99	100	98	99
Pass Plus	70	64	76	84	81
Number of students tested	122	122	128	119	132
<b>NOTES:</b> The Special Education students in 05-06 and English Language Learner students each year had too few students to report.					

11GA2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Pass	94	97	98	96	100
Pass Plus	58	60	72	64	70
Number of students tested	211	183	179	170	168
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	5	4	6
Percent of students alternatively assessed	1	0	2	2	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass	89	94	96	92	100
Pass Plus	51	43	55	44	50
Number of students tested	81	86	58	61	42
<b>2. African American Students</b>					
Pass	91	87	94	77	100
Pass Plus	14	25	47	15	60
Number of students tested	22	16	17	13	10
<b>3. Hispanic or Latino Students</b>					
Pass	89	95	100	97	100
Pass Plus	52	41	68	54	62
Number of students tested	62	37	25	35	21
<b>4. Special Education Students</b>					
Pass	70	89	80	84	
Pass Plus	8	28	33	15	
Number of students tested	26	18	15	13	
<b>5. English Language Learner Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>6. White</b>					
Pass	97	100	98	92	100
Pass Plus	68	70	75	71	76
Number of students tested	123	122	128	118	131
<b>NOTES:</b> The Special Education Students in 05-06 and the English Language Learner Students in each year had too few students to report.					

11GA2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Pass	92	93	91	98	100
Pass Plus	61	55	61	75	75
Number of students tested	210	183	179	171	169
Percent of total students tested	100	100	100	100	100
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Number of students tested	26	18	15	13	
<b>5. English Language Learner Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>6. White</b>					
Pass	95	99	100	98	99
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