

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Ms. Susan L. Bryant
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 1700 Cherokee Avenue
(If address is P.O. Box, also include street address)

Columbus Georgia 31906-1405
City State Zip Code+4 (9 digits total)

Tel. (706) 649-0701 Fax (706) 649-0915

Website/URL www.columbushighga.org E-mail sbryant@mcsdga.net

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

(Principal's Signature) Date February 9, 2004

Name of Superintendent* Dr. John A. Phillips
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muscogee County School District Tel. (706) 649-0685

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

(Superintendent's Signature) Date February 9, 2004

Name of School Board President/Chairperson Dr. Mary Sue Polleys
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date February 9, 2004

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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: 33 Elementary schools
11 Middle schools
 Other: These schools offer alternative and support programs that receive FTE funding (e.g. Teen Parenting Center, Night School). 0 Junior high schools
8 High schools
9 Other (Briefly explain)
61 TOTAL
2. District Per Pupil Expenditure: \$7,204.66
 Average State Per Pupil Expenditure: \$7,279.82

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.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	122	199	321
3				10	134	191	325
4				11	117	180	297
5				12	135	155	290
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1233

6. Racial/ethnic composition of the students in the school:
- 61.80 % White
 - 25.39 % Black or African American
 - 4.54 % Hispanic or Latino
 - 5.03 % Asian/Pacific Islander
 - 3.00 %Multiracial
 - .24 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 3.33 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	37
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	1259
(5)	Subtotal in row (3) divided by total in row (4)	.0333
(6)	Amount in row (5) multiplied by 100	3.33

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: 19 %
234 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch 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: 3.7 %
46 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- 3 Autism
- Deafness
- Deaf-Blindness
- Hearing Impairment
- 43 Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

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> </u>
Classroom teachers	<u>69</u>	<u>8</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>28</u>	<u>1</u>
Total number	<u>113</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 24:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.6%	96.1%	96%	96.1%	95.3%
Daily teacher attendance	93.1%	93.5%	93.1%	92.9%	95.3%
Teacher turnover rate	3.7%	7.0%	7%	8%	8%
Student dropout rate	.9%	1.1%	1.5%	1.5%	1.2%
Student drop-off rate	5.8%	6.8%	10%	7.7%	13.7%

(High Schools Only) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>255</u>
Enrolled in a 4-year college or university	<u>91.4%</u>
Enrolled in a community college	<u>3.5%</u>
Enrolled in vocational training	<u>3.1%</u>
Found employment	<u>1.6%</u>
Military service	<u>.4%</u>
Other (travel, staying home, etc.)	<u>0%</u>
Unknown	<u>0%</u>
Total	100 %

Part III SUMMARY

Located at 1700 Cherokee Avenue in Columbus, Georgia, Columbus High School was originally established in 1890. One of the first accredited public high schools in Georgia, CHS sits on sixteen acres in Wildwood Park. The entire CHS community takes great pride in our history and long-standing traditions. Even the aesthetics of the campus--our unique cupola, courtyards, fanlights, ironwork, and our alumni wall and plaza--have come to be identified with an institution known for academic excellence. The work of faculty, students, parents, and community has brought into fruition a strong sense of family. All stakeholders support our mission to provide an academic, social, and ethical environment which promotes success and leads to the desire for lifelong learning at our "school on the hill."

Accepting a challenge to all schools by our district, CHS developed a magnet program for the 1991-1992 school year, and that year entering freshmen included both magnet and traditional students. In 2001-2002, CHS became a dedicated magnet school. The Liberal Arts Magnet Program was inspired by the faculty's shared vision of a rigorous college preparatory program. Our outstanding 88-member faculty includes 26 AP certified teachers, 25 gifted certified teachers, 4 National Board certified teachers, 5 Fulbright/Fulbright Memorial Fund Scholars, State Coaches of the Year, a State Teacher of the Year Finalist, and a state and nationally awarded administrator.

At CHS, standardized test scores (such as the Otis Lennon or CRCT's) are not considered for admission to the magnet program. Rather, students who make the A/B Honor Roll in middle school, who have teacher recommendations, and who demonstrate both proficiency for high school level work and a desire to be at CHS are admitted. In fact, 93% of those who apply are accepted. It is our aim to give a diverse group of students the opportunity to work hard within the context of high standards and an accelerated curriculum. Academics are very important at CHS as we prepare students for college. However, we realize that academics is only one component of our students' lives, which include social and moral aspects as well. Thus, the CHS approach toward education is a holistic one.

To that end, we encourage our students to be involved citizens at school, in the community, and in the world at large. Our faculty actively seeks to broaden both their own and their students' horizons, and this mindset impacts every facet of our program. Students support their peers with compassion and concern as they share activities with Special Needs classmates or participation in a Big Brother/Big Sister program which pairs sophomores with freshmen. They learn and apply etiquette at functions like the Holiday Social. More than 80% of our students are engaged in a wide range of extra-curricular activities, which fill our halls with winning trophies and recognitions. Learning outside the school building occurs through events like field trips, the Senior Independent Project, and distance learning. Our students' footprints and handprints are forged in the community as they perform the required 20 hours of community service each year, and we promote forays into far corners of the world with our Dream Trips abroad and other foreign exchange or study programs.

Our successful efforts are reflected in a myriad of accomplishments and accolades, including:

- Georgia School of Excellence - 2004
- Effective Practices School by the Georgia School Council - 2003-2004
- SAT scores above the district, state, and national averages
- A Georgia Graduation Test rate of 100% in Writing, 100 % in English, 100% in Math, 99% in Social Studies, and 96% in Science for the most recent junior class - 2003
- Recognition as the #2 high school by the Georgia Public Policy Foundation - 2002
- First Place Award Winners at State Level in Academics, Athletics and Fine Arts
- Pay for Performance Grants from the Georgia DOE, 2002, 2001 - \$324,000
- Grants – Environmental - 2001; Innovative Mathematics Project - \$360,000

The tradition of excellence is alive and well in the hearts and minds of CHS students and faculty. While the facts and figures portray the successes accomplished at CHS, the picture is incomplete without acknowledging the results reflected in the faces, the laughter, the demeanor, and the everyday lives of our students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Meaning of the school's assessment results in English and Mathematics:

With respect to Columbus High's students' performance on the SAT and the Georgia High School Graduation Test (GHS GT), the general trend has been continual improvement within all subgroups over the last five years. We attribute this steady improvement to our active engagement in curriculum analysis, collective inquiry, collegial dialogue, and the implementation of changes with respect to our findings.

CHS has had a 100% pass rate on the Language Arts and Mathematics Georgia High School Graduation Tests for all subgroups for the last 3 years. Columbus High's scores have exceeded the state's averages by a range of 3% to 24% on all components of the GHS GT. With respect to the SAT, our mean combined score was 14 points lower than the national average in the 1998-1999 school year, became the same as the national average in 1999-2000, and has been above the national average each succeeding year. The 2002-2003 score was 78 points higher than the national average. Furthermore, whereas the national increase for the five-year period was only 1%, Columbus High's increase among all groups was 9.2%, with African Americans' scores increasing 10.2% and scores of those receiving free and reduced meals increasing 15.8%. We are encouraged and inspired by these results to try even harder.

At CHS, we are involved in continuous curriculum renewal, largely through examining assessments to improve both teaching and learning. Some consequential changes include SAT Prep classes in both the Math and English Departments, the development of the Foundations of Mathematics class, SAT "warm up" exercises for math classes which focus on concepts appropriate to the particular course, and *Heat Up Your Scores* (a publication written by a CHS teacher) exercises for SAT vocabulary building. Other changes are requiring research using the MLA format at each grade level, initiating writing across the curriculum, initiating a summer reading program, and creating a summer math review packet. Various one-on-one intervention strategies have also resulted, including but not limited to teacher or peer tutoring, student contracts for mastering topics/skills failed, and computer software programs available in our labs and Media Center. We have generated events such as teacher-facilitated off-campus pizza parlor SAT Math review sessions for students. Faculty-generated professional development occurs through intradepartmental sharing of effective practices and teaching strategies, as well as through dialogue during planning retreats, workshops, etc. Finally, providing necessary resources for teachers and students enables reform and change to take place.

Continual assessment on many levels means that teaching and learning will continue to improve even as we meet or exceed our stated goals. As our achievements with respect to SAT scores, GHS GT scores, and AP scores (65% eligible for college credit) bring us accolades, we recognize that there is always room for improvement. Striving for excellence has carried us this far and will give us the impetus to do more than maintain the status quo. At Columbus High, we consider each new accomplishment a starting point for yet a new challenge.

2. How the school uses assessment data to understand and improve student and school performance:

The use of assessment data enables CHS to refine the curriculum, provide needed remediation, alter teaching methodologies, place students in classes commensurate with their skill level, and provide enrichment/nurturing where needed. It is a significant tool for refining our program and addressing specific needs or concerns.

From our initial and original admissions assessment, the CHS approach with respect to use of assessment data continues to expand. We conducted a workshop off-site comprised of various members from each content area to evaluate the Summary of Answers from the PSAT. This permitted faculty to analyze test results in depth without interruption, and it gave respective departmental members a chance to discuss revealed weaknesses and possible solutions. The PSAT continues to be a valuable assessment tool for faculty, as does the SAT. This initial foray has become a model experience in analyzing all assessment data, including results from the GHS GT, the Georgia Predictor Test in Science and Social

Studies, AP tests, tests administered by teachers and/or departments, report cards and other unique assessments. For example, even as judges from the community evaluate Senior Projects and provide feedback, students are not the only beneficiaries; our humanities teachers use the suggestions to improve the Senior Project experience. Another response to assessment data occurs when students score poorly on the Georgia Predictor Test in Science and Social Studies. In this instance, parents are sent a letter to let them know their child is in jeopardy and to inform them of available remediation opportunities. When students have missed too much school work due to absences, they may attend Academic Saturday School. Other significant results of assessments are changes in class offerings, scheduling, teaching strategies, course content, and teaching assignments, as well as interdisciplinary connections reinforcing learning.

3. How the school communicates student performance, including assessment data, to parents, students, and the community:

Student performance and assessment data today is a matter of public record, as it is reported on the state's DOE web site, in the newspaper, and on the radio and television. This information is available on the CHS web site, the district's web site, and on various other web sites, including NASA and Achievers International of Georgia. We publish this information in our PTSA Newsletter, via electronic mail on our Parents' ListServ, in our magnet brochure, in the School Profile, in the Transcript Profile we send to colleges/universities, and even on our school's marquee. We provide parents such information through the mail, phone calls, Progress Reports, and Report Cards. Forums for disseminating and discussing these matters exist through PTSA meetings, Open House, School Council meetings, School Board meetings, district-wide administrative and other meetings. Our educational counterparts are informed through professional organizations. Our Partner in Education's company publication often contains articles related to CHS. The Senior Project Night brings members of the community to CHS to judge and view Senior Projects. As members of the community frequent our drama, music, and choral performances, our students' talents and learning are exhibited. The Springer Opera House has asked that our students do an encore play performance for the community at large. Parents have placed billboards up in the community more than once as a result of our achievements. Our many successful academic competitions and extra-curricular opportunities/achievements communicate to the larger community our success. These include Academic Decathlon, Robotics Team competitions, Science Olympiad, International Enterprise Olympics, Mock Trial, Math Tournaments, Science Fair, foreign language competitions, literary competitions, musical competitions, chess club competitions, and athletic competitions. From Freshman Orientation to Academy Day at the mall, we tell all.

4. How the school will share its successes with other schools:

We share our success with others as educators from various schools, districts, or states call and request information and/or arrange visits to our campus; we also share through workshops, exhibits, publications, and other presentations by our faculty members, which occur in our city, across the state, and beyond. We share through the Internet, including our web site and others; through the Georgia School Council Institute's publications of Effective Practices; and through district-level meetings. In print and visual media, we share through our College Bound Book and our Senior Project Book—both requested by other institutions—and through flyers and slide shows at our twice-yearly Open House. Both formally and informally, we share through collaborations and dialogues in the context of professional organizations and/or graduate level classes. Lastly, we see our videoconferencing lab as a unique and invaluable resource for sharing our endeavors to remote locations; both our administration and faculty welcome such opportunities.

PART V – CURRICULUM AND INSTRUCTION

1. School’s curriculum and how all students are engaged with significant content, based on high standards:

At CHS, all courses are taught at honors level and organized into a 4x4 block schedule. Generally, students are enrolled in four courses each term. Classes meet 90 minutes each day, with the exception of AP and Fine Arts courses, which meet on an A/B schedule for the entire year. Students earn 8 credits per year for a total of 32 credits in 4 years, all of which are required for graduation from CHS. The 4 years must include 4 courses in English, 3 courses in foreign language, 4 courses in math, 4 courses in science, 4 courses in social studies, 2 courses in humanities, 1 course in fine arts, and 1 course in health and PE. Students also choose 9 elective courses, 3 of which must be in academic areas. All incoming freshmen at CHS take Foundations of Knowledge, an interdisciplinary course which is an introduction to organization, study skills, and modes of learning. The freshman and sophomore English genre classes are compacted into one year. Freshmen take Biology, Citizenship/Economics, and a math course determined by the entrance placement test. As sophomores, students choose either Physical Science or Chemistry based on their math skills, U.S. History, and American Literature. CHS students take a science course each year, although they may have taken two in a previous year. World History and British Literature are taken in the 11th grade, while seniors take Humanities and World Literature. The rigor and success of our accelerated program pays huge dividends, as evidenced in the \$6.7 million of merit and HOPE scholarships earned by members of the last graduation class.

French, German, Japanese, Latin, and Spanish are taught at Columbus High, where a respect for other cultures is fostered. Students are encouraged to identify with different points of view and to understand the thinking that promotes diversity. Furthermore, in the belief that this is enhanced by travel to foreign countries, CHS teachers sponsor Dream Trips abroad. We also have had two and three week exchange programs to Russia and France. Columbus High students have traveled to Japan through the sister city relationship our city has with Kiryu, Japan, putting their language skills to task. They have had opportunities to practice language skills through videoconferences with France, Germany, and Spain. Our students eagerly participate in local, state, and national foreign language competitions; with almost 100 Columbus High students competing in the local Foreign Language Fair. Giving our students a global perspective involves more than the foreign language courses at CHS and is an aspect of the humanities course and of social studies courses as well. CHS teachers facilitate recognition and appreciation for the differences and commonalities of all people and attempt to extend the students’ points of view beyond our own back door into an avenue of broader thinking.

Columbus High offers 18 different AP classes and a large number and variety of electives representing both the expertise of our faculty and students’ interests. AP courses are open to all students, and a student survey helps determine what electives will be offered. Electives may offer remediation or enrichment and afford students the opportunity to pursue personal interests and/or further natural abilities. Electives may also provide interdisciplinary connections. For example, Sociology and Psychology cross over into the science curriculum with a focus on the scientific method and biology. Electives range from A—Africana--to Z—zoology. Aside from all four AP courses offered in science, other electives such as Astronomy and Environmental Science exist. Four social studies AP courses are available, in addition to electives such as Current Issues and U.S. History in Film. Students’ interests range from a martial arts self defense class to a web design course. The Fine Arts Department alone offers 29 different elective courses, including such diverse offerings as Dance Techniques, Jazz Band, Metal/Jewelry Making, and Printmaking/Photography, as well as AP Art History. From our “Black Box Theater” classroom to the stage, at CHS the arts are the rage.

Becoming a social and ethical human being is an aspect of education which CHS strongly emphasizes. Consequently, we have an Honor Code and a Standards Committee. Character education is embedded in our program, with each department incorporating traits most appropriate to their respective curriculum. Community service, for example, illustrates the concept of citizenship, and culminates in a

response journal and a research paper in a social studies class. Cleanliness is a fitting character trait for science classes, where a lack thereof may skew results of lab experiments. Loyalty is exhibited in works of literature such as *The Odyssey*, *Antigone*, *Of Mice and Men*, and *Romeo and Juliet*. Respect is an aspect of etiquette, which is not simply taught in the classroom but applied in our school life and culture. A primary example is our school-wide Holiday Social, a sit-down formal dinner for over 1200 students, which School Board members and the superintendent attend. Students must respond to a formal invitation, go through a receiving line, and sit at a table with assigned seating (created to promote diversity and an opportunity to meet new people). This occasion requires the use of proper table manners and the practice of good manners in general. Lest it sound too stilted, this event is popular, well-attended, and an excellent learning experience. We believe it gives our students poise and confidence which carry over to college interviews and similar life experiences. Our entire liberal arts curriculum is designed to transform students into lifelong thinkers who can participate to the fullest extent in life--intellectually, socially, and ethically.

2. English Language Curriculum:

CHS is committed to offering as many literary experiences as possible to prepare students to be lifelong learners. The usual 9th and 10th grade genre courses have been compacted into our freshman Literary Types and Composition course. We created the required freshman Foundations of Knowledge class, which includes an intensive study of Latin and Greek prefixes, bases, and suffixes to increase vocabulary. Within this class, students use the computer as a tool in research and writing and learn to produce MLA-style papers. They study classical Greek and Roman mythology and are introduced to the humanities. American Literature is offered in the 10th grade and British Literature is taught in the 11th grade. In addition to World Literature, seniors take a required Humanities course, the focus of which is to help students think more sharply and more critically about the human spirit and its creative capacity. The Senior Independent Project is also a component of this class. Electives include creative writing, newspaper, yearbook, Shakespeare in Film, and speech. In addition, due to our diverse student population, we implemented an elective African American Writers course 3 years ago. We offer 2 Advanced Placement classes – AP Language in the 10th grade and AP Literature in the 12th. We offer 5 sections of an SAT preparation course, and vocabulary is taught each day at every grade level. Research is also required at each grade level, from an “I Search” paper the freshman year to an analytical research paper in the senior year. Reading is a major component of our curriculum. In addition to reading 3 novels for summer reading, students must read a minimum of 3 novels and a major play each year. Writing analytical essays about these novels prepares students for college level work. Emphasis is also placed on listening critically, writing and speaking effectively, and using higher-level thinking skills in all courses.

English teachers meet monthly and share effective practices as well as concerns. When the school’s Curriculum Council recommended Writing Across the Curriculum, the English Department provided each faculty member with a generic writing rubric as a standard for assessing students’ writing through an In-Service. The English Department also recommended MLA Handbooks be purchased for each teacher. Teachers modify their plans to accommodate students who are reading or writing below grade level, such as one-on-one instruction or differentiated assignments. English teachers use a variety of teaching strategies, and students exhibit learning in a variety of forms. These strategies have paid huge dividends as evidenced by Columbus High School’s 100% pass rate on the writing and language arts components of the Georgia High School Graduation Test this past year.

3. Mathematics Curriculum:

Students in the CHS Liberal Arts Magnet are expected to take a minimum of 4 math courses at or above the Algebra I level. Each incoming freshman is given a placement test to determine the best course sequence to ensure success. Three levels of Algebra exist; one for those who did not take Algebra in Middle School, and two of different depths and paces for those who did pass Algebra. Some incoming

freshmen need extra help in mathematics to be successful. Students who score poorly on the placement test are placed in the Foundations of Mathematics course. In this course, individualized attention can be given to students who show specific skill gaps in mathematics. Allowing students to take 2 different math classes their first year in the magnet gives them the tools they need to be successful in later classes.

To help ensure that students begin each class ready for new material, teachers developed the “summer packet” program. These guides were developed for Algebra I, Geometry, and Algebra II students as a self-review of skills needed for the upcoming school year. Students are given the opportunity to receive help during or after school on skills in which they struggle. Students are then tested and given appropriate remediation.

Those students who are proficient in math can choose an accelerated course sequence. Advanced courses offered include Accelerated Algebra II, Trigonometry, Analysis/Pre-Calculus, Calculus, AP Calculus, AP Statistics, and a coordinated Calculus II at our local college.

The math department has articulated a list of essential concepts, established common midterm and final exams, integrated related content areas, eliminated redundancies, and changed teaching assignments so that each teacher teaches courses at both beginning and advanced levels. Effective teaching strategies are indicated by the 100% pass rate of the GHSGT over the last 3 years, by students’ excellent performance on AHSME and AIME, by students’ winning performances in local and state competitions such as Georgia Mathematics League (region winners 6 of last 7 years), and by students competing at national and international levels. Not only does our CHS Math Team participate in numerous math tournaments, they host an elementary and middle school math tournament perpetuating good math students for tomorrow.

4. Different instructional methods the school uses to improve student learning:

Columbus High’s instructional methods vary, just as the faculty and students vary. However, CHS is committed to student-centered, active learning environments. Research in learning styles, in technology-based teaching, and in constructivist approaches influences our instructional techniques. Teachers integrate into their teaching Socratic seminars, peer assessments, small group activities, project-based assignments, and the use of technology for research and presentations into their teaching. They utilize tools such as PowerPoints in mini-lectures, listservs for classes, e-mails to and from parents, videos of group presentations to share with other classes, and digital pictures instantly turned into slide shows. Students regularly do group research projects online, such as scavenger hunts. At CHS, freshmen are introduced to the Time-Management Assignment (TMA), which is a long-term assignment in which students have to self-monitor time and plan ahead. Students often become partners in teaching, teaching a brief unit near the end of the semester or year. All students participate in 3 grade-level field trips each year and have a focus activity for each. The trips are an integral part of the curriculum, are tied to educational standards, and encompass all academic areas. Some examples of constructivist (hands-on, real life problem solving) approaches to learning at CHS include a math class performing computations for paving the school parking lot; students learning about the global economy by importing and exporting products from and to a partner school abroad; and fine arts students applying learning by creating and performing a Black History production incorporating dance, choral, instrumental, dramatic and literary elements for CHS students and middle school students each February. Recently, students taking U.S. History and American Literature worked on an interdisciplinary project in which they read autobiographies by Jimmy and Rosalyn Carter, researched the time period, and interviewed parents and/or grandparents about historical events in the 1930s and 1960s. This culminated in students writing a 400-page book of letters incorporating their research interviews with original artwork and photography. The book was presented by the students to Jimmy Carter on October 22, 2003, and the book became a part of the Plains High School Museum.

5. The School's professional development program and its impact on improving student achievement:

The school's professional development program focuses on improvement of curriculum content and instructional pedagogy. In addressing curriculum content, teachers are encouraged to get advanced degrees in their content area. By understanding their subject at a higher level, they lay the foundation in their classroom and challenge the student, whether gifted or not, to achieve at a higher level. These standards are reflected in the high pass rates on the Georgia High School Graduation Tests and high SAT scores.

In concert with the content courses, teachers have taken gifted education courses. Twenty-five percent of the teachers have gifted certification. This has led to greater sensitivity to issues of providing gifted education and challenging the gifted student. At the same time, this knowledge has carry-over beneficial to every student, especially with respect to means of differentiating curriculum.

Offering a variety of Advanced Placement courses has also been a goal for our school. All CHS teachers who teach AP courses have attended AP workshops and are AP certified. Emphasis on adequate preparation for instructors in these classes has paid off, as 65% of students scored a 3 or better on the exams in 2003, which is higher than the state average.

In the area of pedagogy, the administration has placed a value on integrating technology into classroom instruction. Ninety-five percent of our teachers have been InTech certified and use computer software as a means to differentiate instruction, insuring that the needs of students with different learning styles can be met. For example, students are engaged in data acquisition and analysis in science classes; PowerPoint presentations in social studies; video development in drama; on-line research in English; and technology-based manipulatives, such as the graphing calculator, in mathematics.

Each year teachers spend 2-3 days in curriculum evaluation. Through curriculum mapping workshops, SAT score evaluation, and faculty planning retreats, coursework in classes is aligned both vertically and horizontally to maximize the time for successful preparation for college entrance. With vertical alignment, the students benefit by building on previous assignments rather than repeating them, while horizontal planning permits increased cross-curriculum activities to occur. Columbus High recognizes that what we teach and how we teach it is critical to school and student success.

Language Arts Georgia Criterion-Reference Graduation Test

Grade 11: Annual test given in March. Published by Georgia Department of Education.
Excluded students have special needs and are given an alternative assessment.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES -Total percent of students					
% At or above Minimum Passing Score	100%	100%	100%	100%	100%
% At or above Pass Plus (Advanced) Score	94%	91%	92%	75%	74%
School Mean Score	562	565	562	555	552
Number of Students Tested	296	253	213	310	317
Percent of Total Students Tested	97%	96%	99%	98%	99%
Number of Students Excluded	9	5	3	2	3
Percent of Students Excluded	3%	2%	1%	1%	1%
Number of Students in the Grade	305	263	216	318	320
SUBGROUP SCORES					
1. Gender - Male					
% At or above Minimum Passing Score	100%	100%	100%	99%	99%
% At or above Pass Plus (Advanced) Score	95%	90%	95%	70%	71%
Number of Male Students Tested	135	108	83	130	133
Gender - Female					
% At or above Minimum Passing Score	100%	100%	100%	100%	100%
% At or above Pass Plus (Advanced) Score	93%	92%	89%	76%	77%
Number of Female Students Tested	161	145	130	180	184
2. Ethnicity – African American					
% At or above Minimum Passing Score	100%	100%	100%	99%	100%
% At or above Pass Plus (Advanced) Score	92%	89%	87%	56%	61%
Number of African American Students Tested	73	45	47	89	113
Ethnicity – Non-African American					
% At or above Minimum Passing Score	100%	100%	100%	100%	100%
% At or above Pass Plus (Advanced) Score	94%	91%	93%	81%	82%
Number of White Students Tested	185	182	141	190	184
Number of Non-Black/Non-White Students	38	26	25	31	20
3. Socioeconomic–Eligible Free / Reduced					
% At or above Minimum Passing Score	100%	100%	100%	98%	98%
% At or above Pass Plus (Advanced) Score	90%	90%	96%	52%	53%
Number of Eligible Students Tested	42	52	45	56	60
Socioeconomic–Not Eligible					
% At or above Minimum Passing Score	100%	100%	100%	100%	100%
% At or above Pass Plus (Advanced) Score	94%	91%	90%	79%	79%
Number of Not Eligible Students Tested	254	201	168	254	257
STATE SCORES - Total percent of students					
% At or above Minimum Passing Score	97%	97%	96%	95%	94%
% At or above Pass Plus (Advanced) Score	66%	60%	56%	57%	57%
State Mean Score	545	545	543	544	541

Math Georgia Criterion-Reference Graduation Test

Grade 11: Annual test given in March. Published by Georgia State Department of Education.
Excluded students have special needs and are given an alternative assessment.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES –Total percent of students					
% At or above Minimum Passing Score	100%	100%	100%	98%	95%
% At or above Pass Plus (Advanced) Score	91%	89%	82%	68%	55%
School Mean Score	559	558	554	547	541
Number of Students Tested	296	255	213	311	317
Percent of Total Students Tested	97%	99%	99%	98%	99%
Number of Students Excluded	9	0	3	2	3
Percent of Students Excluded	3%	0%	1%	1%	1%
Number of Students in the Grade	305	263	216	318	320
SUBGROUP SCORES					
1. Gender - Male					
% At or above Minimum Passing Score	100%	100%	100%	98%	93%
% At or above Pass Plus (Advanced) Score	94%	95%	87%	69%	59%
Number of Male Students Tested	135	110	83	131	133
Gender - Female					
% At or above Minimum Passing Score	100%	100%	100%	98%	96%
% At or above Pass Plus (Advanced) Score	89%	84%	78%	67%	52%
Number of Female Students Tested	158	145	130	180	184
2. Ethnicity – African American					
% At or above Minimum Passing Score	100%	100%	100%	94%	89%
% At or above Pass Plus (Advanced) Score	84%	76%	66%	45%	33%
Number of African American Students Tested	73	45	47	89	113
Ethnicity – Non-African American					
% At or above Minimum Passing Score	100%	100%	100%	99%	98%
% At or above Pass Plus (Advanced) Score	91%	91%	86%	77%	68%
Number of White Students Tested	189	183	141	191	184
Number of Non-Black/Non-White Students	38	27	25	31	20
3. Socioeconomic-Eligible Free / Reduced					
% At or above Minimum Passing Score	100%	100%	100%	91%	90%
% At or above Pass Plus (Advanced) Score	83%	81%	84%	32%	35%
Number of Eligible Students Tested	42	52	45	56	60
Socioeconomic-Not eligible					
% At or above Minimum Passing Score	100%	100%	100%	99%	96%
% At or above Pass Plus (Advanced) Score	89%	91%	81%	75%	60%
Number of Not Eligible Students Tested	263	203	168	255	257
STATE SCORES – Total percent of students					
% At or above Minimum Passing Score	94%	93%	93%	92%	86%
% At Pass Plus (Advanced) Score	52%	53%	47%	50%	41%
State Mean Score	536	536	534	536	531

**Assessment Referenced Against National Norms
Scholastic Assessment Test (SAT)[®]**

Verbal Scores

Grade 12 (graduating seniors) Test Scholastic Assessment Test (SAT)[®]
Edition/publication year Annual version Publisher College Board Entrance Examination

No students were excluded from testing. The SAT is a self-selected test.

Scores are reported here as NCEs _____ Scaled scores __X__ Percentiles _____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Mean Verbal Score	563	551	528	519	515
Number of Students Tested	252	211	272	264	225
Number of Students in the grade	252	211	293	309	266
Percent of Total Students Tested	100%	100%	93%	85%	85%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Gender					
Male Verbal Mean Score	578	558	530	531	523
Number of Male Students Tested	104	85	112	103	88
Female Verbal Mean Score	553	546	527	512	509
Number of Female Students Tested	148	126	160	161	137
2. Ethnicity					
African American Verbal Mean Score	506	531	488	469	460
Number of African America Students Tested	41	44	63	89	80
Asian Verbal Mean Score	561	554	539	494	530
Number of Asian Students Tested	17	16	22	10	13
White Verbal Mean Score	576	558	554	544	565
Number of White Students Tested	140	112	144	135	95
Number of Other Students Tested	54	39	43	30	37
3. Socioeconomic (Free and Reduced Meals)					
Eligible Verbal Mean Score	540	561	470	468	458
Number of Eligible Students Tested	55	40	41	44	39
Not Eligible Verbal Mean Score	569	549	542	529	527
Number of Not Eligible Students Tested	197	171	231	220	186
National Scores					
National Verbal Mean Score	507	504	506	505	505
Verbal Standard Deviation	111	111	111	111	111

**Assessment Referenced Against National Norms
Scholastic Assessment Test (SAT)[®]**

Math Scores

Grade 12 (graduating seniors) Test Scholastic Assessment Test (SAT)[®]
Edition/publication year Annual version Publisher College Board Entrance Examination

No students were excluded from testing. The SAT is a self-selected test.

Scores are reported here as NCEs _____ Scaled scores __X__ Percentiles _____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Mean Math Score	541	538	514	500	487
Number of Students Tested	252	211	272	264	225
Number of Students in the grade	252	211	293	309	266
Percent of Total Students Tested	100%	100%	93%	85%	85%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Gender					
Male Math Mean Score	573	571	534	520	524
Number of Male Students Tested	104	85	112	103	88
Female Math Mean Score	518	515	501	487	463
Number of Female Students Tested	148	126	160	161	137
2. Ethnicity					
African American Math Mean Score	480	497	459	448	425
Number of African America Students Tested	41	44	63	89	80
Asian Math Mean Score	540	557	584	529	542
Number of Asian Students Tested	17	16	22	10	13
White Math Mean Score	556	546	534	524	531
Number of White Students Tested	140	112	144	135	95
Number of Other Students Tested	54	39	43	30	37
3. Socioeconomic (Free and Reduced Meals)					
Eligible Math Mean Score	512	545	447	463	428
Number of Eligible Students Tested	55	40	41	44	39
Not Eligible Math Mean Score	549	536	529	507	499
Number of Not Eligible Students Tested	197	171	231	220	186
National Scores					
National Math Mean Score	519	516	514	514	511
Math Standard Deviation	115	114	113	113	114

Assessment Referenced Against National Norms Scholastic Assessment Test (SAT)[®]

Verbal and Math Combined Scores

Grade 12 (graduating seniors) Test Scholastic Assessment Test (SAT)[®]
Edition/publication year Annual version Publisher College Board Entrance Examination

No students were excluded from testing. The SAT is a self-selected test.

Scores are reported here as NCEs _____ Scaled scores __X__ Percentiles _____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Mean Combined Score	1104	1089	1042	1019	1002
Number of Students Tested	252	211	272	264	225
Number of Students in the grade	252	211	293	309	266
Percent of Total Students Tested	100%	100%	93%	85%	85%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Gender					
Male Combined Mean Score	1151	1129	1064	1051	1047
Number of Male Students Tested	104	85	112	103	88
Female Combined Mean Score	1071	1061	1028	999	972
Number of Female Students Tested	148	126	160	161	137
2. Ethnicity					
African American Combined Mean Score	986	1028	947	917	885
Number of African America Students Tested	41	44	63	89	80
Asian Combined Mean Score	1101	1111	1123	1023	1072
Number of Asian Students Tested	17	16	22	10	13
White Combined Mean Score	1132	1104	1088	1068	1096
Number of White Students Tested	140	112	144	135	95
Number of Other Students Tested	54	39	43	30	37
3. Socioeconomic (Free and Reduced Meals)					
Eligible Combined Mean Score	1052	1106	917	931	886
Number of Eligible Students Tested	55	40	41	44	39
Not Eligible Combined Mean Score	1118	1085	1071	1036	1026
Number of Not Eligible Students Tested	197	171	231	220	186
National Scores					
National Combined Mean Score	1026	1020	1020	1019	1016
Combined Standard Deviation	226	225	224	224	225