

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13GA6

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Ms. Janie Downer

Official School Name: Webster County High School

School Mailing Address: 7168 Washington Street
Preston, GA 31824-5232

County: Webster State School Code Number*: 0108

Telephone: (229) 828-3365 E-mail: jdowner@webster.k12.ga.us

Fax: (229) 828-2014 Web site/URL: http://www.websterbobcats.org/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Janie Downer Superintendent e-mail: jdowner@webster.k12.ga.us

District Name: Webster County School System District Phone: (229) 828-3315

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Linda Rogers

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)

**Non-Public 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, Director, National Blue Ribbon Schools (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, National 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

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
 0 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 2 Total schools in district
2. District per-pupil expenditure: 7070

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: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	22	14	36
10	20	19	39
11	10	12	22
12	11	11	22
Total in Applying School:			119

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
47 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
45 % White
4 % 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 2011-2012 school year: 21%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2011	128
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 2

Number of non-English languages represented: 2

Specify non-English languages:

Spanish, other (African)

9. Percent of students eligible for free/reduced-priced meals: 90%

Total number of students who qualify: 107

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: 1%

Total number of students served: 3

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>1</u>
Total number	<u>16</u>	<u>3</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:

14:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	95%	95%	95%
High school graduation rate	86%	71%	89%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>26</u>
Enrolled in a 4-year college or university	<u>35%</u>
Enrolled in a community college	<u>35%</u>
Enrolled in vocational training	<u>15%</u>
Found employment	<u>4%</u>
Military service	<u>8%</u>
Other	<u>3%</u>
Total	<u>100%</u>

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The Webster County School System is a small, rural school system located in southwest Georgia. The majority of our students come from low income homes. We have one high school in our district which serves our 119 high school students.

The mission of the Webster County School System is to provide a quality education, empowering individuals to become caring, competent, responsible citizens who value education as a life-long process. We believe that students need to be equipped with the knowledge necessary to enable them to achieve at their highest academic potential. Instructional strategies, including collaborative group work, scaffolding, writing in all content areas, classroom talks/discussions, questioning, and emphasis on literacy standards help students develop necessary skills and enables students to become responsible productive citizens. We feel that meeting students' individual needs goes beyond academics to personal and emotional needs. Any faculty or staff member can name any Webster County High School (WCHS) student (regardless of whether they are a current or past student), tell you about his/her achievements, class performance, behavior, and probably their family history.

We are a small, young high school so establishing traditions is still a work in progress. The students and faculty are still setting the foundation for traditions, which go from our "blue carpet" to our academic successes. We have a "blue carpet" in our school on which no one walks. This carpet serves dual purposes: traffic control for students and at the same time, it teaches self-discipline. When talking about Webster County Schools, people throughout the community and region ask, "Is that the school with the blue carpet?" Our students know the rules and follow them. From not walking on the "blue carpet," to the dress code, conduct, and meeting academic requirements, our students are disciplined and academically successful. We do not let them go home until they are!

Every year marks a milestone for WCHS accomplishments and for establishing traditions in every area. Last year, our first year to participate in a Literary Competition, our students participated in every category. One student won in Extemporaneous Speaking and continued on to state competition. Our team placed second in the region. We have a high graduation rate and many of our students continue on to college. Based on research, we know that our students need to read more non-fiction and complex text. Therefore, we set reading goals and encourage students to read a minimum of one million words per year. This year, our senior class began a tradition of donating a gift to the school and WCHS now has a beautifully chain-sawed carved bench. This year's junior class has already said they will continue this tradition of giving back to the school. We look forward to establishing many more WCHS traditions.

We work diligently to offer courses that will provide students with variety and opportunity. Not many schools our size can offer courses in art, animation, chorus, and advanced language study. Even with cuts to budgets, we continue to offer these classes (and plan to offer Spanish II Honors next year and, possibly, Math Honors, AP Math, and AP Stats as additional pathway options for our students). Although our school's size can be a hindrance in some ways, it can be a help in others. We are able to offer small class sizes and give students personalized attention. Even with budget cuts and travel time and distance issues (because we are located in a rural area), we have still managed to take students to places and events they would not otherwise have seen (the Infantry Museum in Columbus, GA, the Atlanta Aquarium, a Columbus TV Station, the Sunbelt Ag Expo).

WCHS is worthy of being named a National Blue Ribbon School because we use the resources available to meet the needs of our students. We do a lot with few resources. There is NO limit to what we can do despite obstacles like financial cuts, lower parent involvement than most, a small population, and a rural location. Our most important asset is our knowledge of our students and their circumstances. We set goals and challenge ALL students to perform at the highest level to make it possible for every student to develop honor, dignity, respect, and determination.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All of our classrooms operate under the state-mandated Georgia Performance Standards or Common Core Georgia Performance Standards. Our mission is to provide a quality education, empowering individuals to become caring, competent, responsible citizens who value education as a life-long process. Knowing that the future success of our students depends upon mastering the rigorous standards set by the State, our faculty and staff plan lessons and instruction for our students that challenges them to continuously strive to learn more and score higher.

The faculty and staff of Webster County High sets high expectations for our students with the minimum expectation being a “Meets” standards score for all students on their End of Course Tests (EOCTs) in all subjects. Teachers meet monthly to discuss instructional strategies and data with the goal of moving all students up in each category on the EOCTs. We work to “raise the bar” with the ultimate goal of moving our students to the “Exceeds” category on EOCTs. With knowledge of the prior academic successes of our students, the faculty realizes that future academic successes and improvements for all students depends on continuously “expecting more” to “get more.” Students take the EOCTs in the required subject areas: 9th Grade Literature, American Literature, Math I, Math II, Economics, US History, Physical Science, and Biology. Based on the results of the tests, students are scored within the Does Not Meet (DNM), Meets, or Exceeds levels. As new data become available instructional strategies are assessed and revised to meet the “new” needs of students to ensure all students learn according to their strengths and weaknesses..

Students from Webster County have traditionally scored higher in English Language Arts/Reading and Math than in Social Studies and Science. We are proud of this accomplishment and know that this educational foundation will afford our student more academic success at the high school level for years to come.

- On the 9th Grade Literature EOCT, our overall student population has increased in in the Meets/Exceeds from 47% passing in 2007-2008 school year to 77% passing in 2011-2012 school year.
- The white student population scores have fluctuated in the Meets/Exceeds combined categories within the last three years varying from 77% (2009-2010) to 83% (2010-2011) to 69 % (2011-2012).
- On the same test, our African American student population has consistently improved from 57% (2009-2010) to 67% (2010-2011) to 82% (2011-2012) in the Meets/Exceeds categories combined.
- Our subgroups are very small, between one and four students. Therefore, theses scores are not consistent due to the small numbers.
- For all students, the school system has seen consistent improvement in the scores of all subgroups.

The scores on our American Literature EOCTs over the past three years have been consistent on all levels of the test. There is a 5% to 7% higher percentage of our white population scoring within the Meets/Exceeds combine areas on the EOCT than our African American population. 100 % of our Asian/Pacific Island subgroup for the past five years has been in the Meets standards category of the EOCT.

Students who entered high school prior to July 2011 were required to take the Georgia High School Graduation Tests (GHS GT) in four subject areas: English Language Arts, Math, Social Studies and Science. Based on GHS GT data, Webster County High School students consistently scored higher on English Language Arts and Math than on Social Studies and Science. English Language Arts scores improved in all four areas from 2008-2009 through 2010-2011. English Language Arts scores increased from 87% to 90%, Math from 90% to 97%, Science from 84% to 87% and Social Studies from 62% to 77%. Our white population scores have been higher than our black population scores. However, our black population scores have increased across all subject matters within the same years (ELA 80%-85%, Math 85%-95%, Science 75%-80% and Social Studies 45%-70%).

Our English Language Arts teachers work hard to close the gap between our groups and subgroups. Our students are challenged to read 1,000,000 words per year and to meet Accelerated Reader goals each quarter. Teachers are incorporating more non-fiction text into classroom instruction and lessons.

Our Math scores have improved dramatically over the past five years.

- In 2007, 2008, and 2009, from 86% in Algebra to 100 % in Geometry of our total population were in the Does Not Meet the standards category of the End of Course Tests. Math I scores have increased from 2009 (33% Meets/Exceeds) to 2012 (60 % Meets/Exceeds).
- The white student population scores have remained consistent while the African American student population scores have increased from 25% Meets/Exceeds in 2010 to 61% Meets/Exceeds in 2012.

Math II scores have shown the most improvement. For total school population, Math II scores have improved from 50% Meets/Exceeds (2010) to 81% (2012). This improvement is consistent between the white and African American student population. We have a new math teacher and give him the credit for improvement in our scores. He challenges the students on a daily basis, incorporates real-life situations into lessons, teaches the CCGPS, uses group work, technology, and instructional strategies based on student needs. Accelerated Math is a program used within the classroom to remediate and enrich based on students' academic needs.

Writing Across all areas of curriculum is a part of everyday instruction at Webster County High in all content and elective classes. Students work in groups to share ideas and knowledge. The Common Core Georgia Performance Standards Literacy Standards are being incorporated into daily instruction in Social Studies and Science. Our goal is to continually monitor and assess our students to better plan instruction to meet each student's academic needs. Faculty and staff have weekly horizontal and monthly vertical meetings to discuss and plan instruction based on any new data. Student portfolios and profile sheets are updated quarterly and used to remediate and enrich instruction for each student. Tutoring is offered at least three days per week after school and during the summer, if needed. We are a small high school where teachers know students on an individual basis. Based on the knowledge we have of our students and the size of our school, we pride ourselves in meeting the academic needs of all students.

2. Using Assessment Results:

Webster County High School is our system's one high school which educates all 119 students. The principal of the high school is also the superintendent for the system. The faculty and staff of both schools attend meetings, activities, and professional development. Our small size affords us the opportunity to get to know every student individually. We watch them grow and mature as intellectual beings.

As a system, we analyze data at the end of each school year to prepare to meet individual student needs and to develop our school improvement plan. The high school staff continuously looks at previous CRCT scores, EOCT data, STAR reading and math data, ASVAB scores, writing scores, Lexile Scores ,and all

other available data. This school-wide data analysis continues during pre-planning and throughout the year during professional development activities and vertical and horizontal team meetings.

During weekly team meetings, teachers meet to discuss students and their academic needs. Teachers use data to drive instruction, plan remediation and enrichment activities, identify students in need of after school tutoring, and hold conferences. Team meetings allow teachers time to discuss and analyze new student/school data and identify areas of strengths and weaknesses.

Two years ago we developed student portfolios with profile sheets for each level. These profile sheets include data on each individual student. Teachers update the individual student profile sheets quarterly and as new data become available. These profile sheets document CRCT scores, STAR Reading and Math scores, EOCT scores, yearly Accelerated Reader progress and number of words read (the goal is for all students to read 1,000,000 words per year), Writing Test scores, Lexile Scores, etc. Each portfolio also includes three writing samples to show progress for the beginning, middle, and end of each school year. These portfolios are a source of data to guide teachers in planning instruction and meeting the needs of all students. Portfolios move with students as they go from one grade to the next. A Longitudinal Data System is also available for teachers to use to obtain student data.

Teachers look at Lexile Scores for each student and record the scores in their grade books. Our knowledge of these scores allows us to group students based on their needs within the classroom for instructional purposes. Leveled texts are sometimes used based on individual students' reading level and needs. If a student is in 10th grade and reading on a 7th grade level, we know this and can plan accordingly. Our goal is to scaffold each student to academic success.

We have only one teacher per subject except for English Language Arts at Webster County High School. Because it is hard for one teacher to collaborate by himself or herself, we hold vertical subject area meetings monthly to allow all content area teachers to meet with each other and analyze the strengths and weaknesses of each content area based on data. If data indicate weaknesses, we work harder in those areas. We are aware that for students to improve, teachers must also improve. It is a continuous cycle – analyze data, identify needs, teach, re-analyze, and re-teach until standards are met.

Each student in our High School has the same advisor throughout his or her high school career. The advisor gets to know students individually and can guide students to set goals, counsel them, chart their academic progress and guide them towards meeting goals and graduation. Student portfolios are updated and housed in the advisors' classrooms.

Webster County High School faculty and staff understand the need for communicating with parents/guardians. Our policy is to make positive and negative contacts often. If a student is successful, parents need to know. If a child is struggling, parents need to know. Before a child receives a failing grade on a progress report or report card, the parent has to be contacted. We have open houses, programs, honors day, Fall Festival, and Spring Fling to which parents and community members are invited. Parental Involvement activities are planned monthly. Each teacher submits at least one article per month for our local newspapers highlighting academic achievement by Webster County students.

The faculty and staff take pride in knowing all students individually. The faculty and staff are all a part of each student's academic growth. We are a small system with a big commitment to educating and graduating all students in the Webster County School System.

3. Sharing Lessons Learned:

As a very small school system in one of the poorest counties in Georgia, the importance of collaboration cannot be overstated. In this capacity, the educators of the Webster County School System have benefited by learning from others and sharing their ideas. Much of what is progressively obtained in teaching

strategies is learned from professional development that takes place within the schools. Webster County educators take advantage of every opportunity to enrich teaching through the sharing of ideas.

With the adoption of Common Core in Georgia, Webster County teachers often are presenters at professional gatherings. Our high school math teacher has, on multiple occasions, been a facilitator in the use of technology at regional and state conferences. Through Chattahoochee-Flint Regional Education Service Agency (RESA), our teachers participate in “What Works” sessions.

The relationship between the Webster County School System and area colleges and universities (Georgia Southwestern State University, Columbus State University, Albany State University, Darton College, and South Georgia Technical College) strengthens the ability of these institutions to prepare future teachers. At this moment there are five college students and one technical school student engaged in field experiences in the classroom with Webster County students and teachers. By spending time on the job, these future teachers gain first-hand experience in the responsibility, rigor, and complexities of meeting all of the mandated standards of instruction. The Webster County teachers provide valuable guidance and professional counseling to the college students. The real life experiences of teaching, as well as sharing ideas enables teachers and college students to improve and innovate. The Webster County School System has student teachers and field experience education majors most semesters every year.

Finally, all Webster County teachers publish a minimum of one article for the three local newspapers per month. The school system constantly receives accolades from parents, community leaders, the general public and educators in other school systems for sharing “what’s going on” in the Webster County schools. The articles range from honors and awards students have received to activities that enhance learning (e.g., the dissecting of a full grown pig by high school biology students).

Webster County educators are proud that in the wake of very troubling fiscal times for most school systems, students, teachers, and administrators effectively use the tools at hand, not only to learn, but to share with all.

4. Engaging Families and Communities:

Webster County Schools implements a Parent Involvement Program that serves parents and the surrounding community by providing opportunities for them to connect with the school. We offer educational workshops on pertinent topics such as preparing for mandated tests and planning for college. The workshops are led by knowledgeable individuals from Chattahoochee Flint RESA and Georgia Student Finance Commission. Each school year begins with an Annual Title I Meeting to explain the many different programs that are offered.

In addition to workshops, the school opens its doors to the community for times of fun and fellowship. Each year there is a Fall Festival and a Spring Fling, when the community comes together to play games and spend time with family and friends. During the holiday season, we have a Christmas Program showcasing the musical talents of our students.

By hosting two Book Fairs a year, the school encourages parents to become involved in their child’s growing interest in reading. The Parent Involvement Program also hosts a Reading Night and a Math/ Science Night. On these nights, parents learn more about how to help their child at home. It gives them a better understanding of what their child is learning at school and how to reinforce that knowledge at home. Webster County Schools also has several Open House nights throughout the year. This is a time for parents to become better acquainted with their child’s teachers and ask questions about their child’s progress in class.

Webster County Schools works hard to ensure each family is equipped with the necessary knowledge and tools to promote student success. We understand that parent and community involvement is a key component to a successful student and a successful school. To ensure parents receive all necessary

information, invitations and newsletters are sent home in multiple languages. Before every event, articles are printed in the local newspapers and flyers are sent home to announce the time and date of the event.

Two newsletters are sent home monthly informing the parents about what is happening in the school and how they can get involved. These newsletters also contain helpful information on parenting and promoting a positive home environment. A parent involvement center set up in the school Media Center contains a wealth of information open to the public. Lastly, the school has a Parent Involvement Coordinator on staff and available to speak with parents every day during regular school hours.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our teachers have adopted and incorporated state standards successfully across the curriculum. Despite limited resources and staff, we have, with careful planning, been able to offer our students courses and opportunities that other schools in our demographic and socioeconomic situation have sacrificed. In doing so, we have made significant progress and closed the gap in student achievement.

All of our high school classrooms operate under our state-mandated Georgia Performance Standards. We are currently transitioning into the use of Common Core Georgia Performance Standards in our standards-based classrooms. Students work in flexible groups, use reasoning to justify answers, and show evidence of knowledge through various formative and summative assessments. Teachers employ the workshop method which includes an opening, mini-lesson, work period, and closing activity which are all related and tied to the current standard. As we move away from a traditional classroom into a standards-based classroom, we are encouraging our students to develop critical thinking skills through more rigorous coursework.

In addition to the required academic courses, Webster County High School offers Visual Arts I and II, Speech, Chorus, Spanish III, Introduction to Animation and 3D Design, and Broadcast and Video Production. These courses offer cultural enrichment that our teachers hope will provide students with a broader world view than that often associated with a rural upbringing. We feel our students should not be limited to experiences of their local community.

Students in grades 9-12 participate in a structured teachers-as-advisors program. The curriculum for this program uses Georgia College 411, an Internet-based college and career readiness program which exposes students to a variety of tools in order to facilitate setting career goals. Throughout the curriculum, students are afforded the opportunity to explore career and interest surveys, career options, postsecondary institutions, scholarship and financial aid programs and planning, as well as test preparation activities for the SAT and ACT. As part of the advisement curriculum, students are invited to attend sessions which allow them to apply to college, financial aid workshops, college PROBE fairs, and campus visits. In addition, college representatives, military recruiters, and guest speakers are invited to our campus. We also work in conjunction with local colleges and technical schools to provide dual enrollment courses for high school students.

Our students are enrolled in career, technical, and agricultural education courses throughout high school. We currently offer an agriculture mechanics and an administrative/information technology pathway. These classes give students the opportunity to participate in research-based projects in the areas of career, finance, and budgeting. As part of the curriculum, students participate in regional and state competitions and events. Our career, technical, and agricultural education programs offer our students a plethora of opportunities to explore career and college readiness options.

We, at Webster County High, are proud of our student body and the obstacles that we have been able to overcome. As we continue to grow, we hope to provide even more interesting and exciting educational opportunities for our students.

2. Reading/English:

High standards are the cornerstone of the English Language Arts Curriculum at Webster County High School. Research-based practices are incorporated each day to ensure demanding and engaging activities for our students. Teachers across all disciplines incorporate writing into their daily instructional practices. In the ELA classes, students are taught writing skills and challenged to use these skills through essays, research papers, responses to literature and responses to their daily lessons learned. Portfolios are kept on

all students and include at least three writing samples per year. This data-driven practice allows teachers to track student growth and to determine remediation when appropriate. Clear performance goals are set for the students. Teachers monitor student progress on an ongoing basis through portfolios, regular and informal assessments, and analysis of student work.

All English Language Arts teachers use “Daily Grammar Practice” to increase grammar skills which will help students develop better writing skills. Students keep all work in notebooks and use these notebooks as references as they complete their writing assignments.

Teachers match reading material to the performance level of our students in an effort to increase student learning. These leveled texts challenge and implore students to demonstrate higher levels of performance. Teachers are familiar with students’ needs and select appropriate reading materials that allow them to make connections to their daily life.

Novels selected by the teachers consist of varying genres in an effort to expose the students to different styles of writing and increase their comprehension skills in these areas. Nonfiction books are also chosen to encourage students to read all types of books and familiarize themselves with factual information. The Accelerated Reading Program is used to encourage and monitor independent reading. Accelerated Reader deadlines and guidelines are consistent across all grade levels, 9th – 12th grade.

Reading instruction concentrates on oral language development, vocabulary instruction, comprehension and the development of fluency in reading. Students learn strategies for comprehending text and how to study literature. They connect what they read with their own lives, other texts they have read, and their knowledge of the world.

School-wide, our students are encouraged to read on a variety of topics in a range of subject areas to help acquire the vocabulary they need to be successful in school and life. Every student is expected to read the equivalent of 1,000,000 words each school year.

The Webster County High School faculty understands that students who read more will have better writing skills. Our goal is to prepare our students to be literate, productive citizens.

3. Mathematics:

Webster County's math curriculum adheres to the Common Core Georgia Performance Standards (CCGPS) with the goal of having students reach mathematical proficiency based on the National Research Council's five strands of math . Students must receive instruction and knowledge in mathematics with the goal of becoming successful, contributing citizens after graduating from Webster County High and entering the real world.

Conceptual understanding of the CCGPS allows students the opportunity to comprehend mathematical ideas. Teachers use manipulatives, technology, and a variety of text and other resources to create, support, and strengthen students’ conceptual understanding and content knowledge of mathematics. Procedural fluency enables students to perform appropriate mathematical procedures with relative ease. Teachers guide students to understanding the reasons behind the steps and techniques of centuries-old algorithms and concepts; students’ daily performance improves not only because they understand how to carry out the procedures but because of the ease and confidence this fluency creates. Strategic competence provides students with the opportunity to create, explain, and solve math problems containing multiple steps.

CCGPS tasks and project-based learning creates an atmosphere where students have opportunities to encounter real world issues through authentic assessments. These problems allow students to experience situations where multiple steps are necessary to reach a solution. Adaptive reasoning supports students’ ability to think logically, reflect, explain, and justify mathematical problems and operations. Through essays and questions involving higher order thinking skills, students must think analytically and consider

multiple options and scenarios before selecting the most appropriate course of action. A productive math disposition allows students to see mathematics as sensible, valuable, and necessary for their future endeavors. Applying classroom problems to real world situations enables students to see the interconnectedness of mathematics.

Through explicit and systematic instruction teachers connect with students and provide necessary information, time, support, and assessments for all students to gain and show understanding of the CCGPS. Standards-based classrooms provide a positive atmosphere where students and teachers work together for students to master mathematical standards. After-school tutoring, peer tutoring, and co-teaching provide additional support for all students to strengthen and solidify their mathematical knowledge.

Webster County's mathematics teachers provide instruction and support to cultivate mathematical understanding and appreciation in the minds of all students.

4. Additional Curriculum Area:

The science faculty at Webster County High School uses a multifaceted approach to ensure that students acquire both knowledge and skills needed in today's and tomorrow's world.

Science encompasses skills from other disciplines such as reading, math, and social studies, and applies them to the world around us. Our science curriculum provides a unique opportunity to put those skills to the test with calculations, essays, quiz bowls, as well as skits and PowerPoints. How the world around us works is clearly a function of science. The relevance of science is exemplified daily through student-focused projects. Environmental Science students assess the demographics of various other classrooms, or create a school-wide recycling program. Biology students conduct labs which may be as simple as blowing air through a straw into Bromothymol Blue to demonstrate the exhalation of carbon dioxide or as intense as dissecting a locally donated, full-grown hog in Anatomy class. Students learn to observe and make decisions in science. Students work cooperatively and assign roles within each lab they perform, ensuring and sharing responsibility. The partnerships in each lab include a leader, an equipment manager, and a note-taker. In this manner, the teams learn to function as a group, which is vital for the future.

To ensure that education is a life-long process, we employ text work, lecture, labs, online instruction, real world experiments, and constant and consistent team work. Science classes increasingly and consistently include online research, assessment, and computer work.

The faculty understands the many questions students have about the universe and strive to assist in answering them. One of the primary missions of science itself is not only to attempt to answer questions about the world around us, but to pique and encourage curiosity in order to find the answers one seeks. At Webster, we help students ask questions and discover answers for themselves about their world.

5. Instructional Methods:

The Webster County School System ensures that all teachers are trained and use research-based instructional strategies which guide students toward improvement in all areas of academic achievement. Standards-based classrooms are a requirement of the Webster County School System. Teachers and students work to dissect and understand the standards required for each grade level and content area. On any given day, students and teachers discuss the standard(s) being taught, answer Essential Questions relevant to the standard(s), learn vocabulary by using "word walls," create rubrics for assessment of work, and post and critique work relevant to the standards.

A focus is placed on using instructional strategies that actively engage students, develop higher-order thinking skills, improve research skills, and promote cooperative learning and independent practice. Strategies used at Webster County Schools are collaborative group work, writing to learn (every day),

classroom talk, scaffolding, literacy groups, and questioning. Students are required to access their background knowledge prior to learning new content and that lessons are planned to be rigorous and to enrich each students' knowledge of the content. This scaffolding of information helps teachers differentiate instruction for all students in the classroom. Each lesson is designed to help students develop and answer questions about the content. Students are encouraged to go beyond basic fact recall to higher-order thinking. Lessons ask students to apply and problem-solve for each standard. As students research and learn, they are challenged to question, discuss, write about, and explain or talk about their answers. The Collaborative Group Work strategy places a focus on more independent practice, hands-on learning, developing research skills and improving social interactions with adults and peers. Teachers use literacy groups to incorporate more fiction and non-fiction texts into classroom instruction and to develop the necessary background knowledge for all students to improve academically.

Our mission in the Webster County School System is to provide a quality education, empowering individuals to be caring, competent, responsible citizens who value education as a life-long process. Our use of instructional strategies encourage students to research, talk and discuss, challenge answers, seek knowledge, work well with others, and to solve problems for real-life situations today and for the future.

6. Professional Development:

Each year, the leadership team, made up of administrators, teachers and support staff, provide the opportunity for all stakeholders within the Webster County School System to meet and help develop a comprehensive plan that guides decision-making and school improvement, including professional development. The intent of the professional development plan is to increase and improve the knowledge, skills, and attitudes of personnel to perform assigned duties and responsibilities satisfactorily and to meet the diverse needs of all the students within the Webster County School System. Teachers and staff members are provided professional learning throughout the school year by consultants and our curriculum director. During the summer, teachers are offered the opportunity to attend professional learning opportunities based on the needs of the system. This opportunity is optional and usually attended by a large percentage of our teachers and staff.

With the state adoption of the Common Core Georgia Performance Standards (CCGPS), a focus of our professional development has been on understanding and implementing these standards. A consultant was hired to work with teachers and staff to discuss the changes from GPS to CCGPS, the literacy standards, and the timeline for the implementation of these standards.

An annual review of data, including data from formative and summative assessments, and survey results from parents, community members, teachers, administrators, staff and students serves to reassess needs and plan professional development opportunities for each new school year. Based on system data, the Webster County School System's recent focus for professional development is in the following areas:

- Meeting the diverse learning needs of students
- Math
- Science
- Social Studies
- Technology in the classroom

Teachers are trained in the implementation of instructional strategies and methods to improve instruction. Professional trainings have included: instructional strategies to actively engage students, collaborative group work, developing questioning skills, writing every day in every classroom, classroom discussion, "Workshop" Format instruction (beginning, work time, closing), and standards-based instruction.

The continuous collection and review of data helps the Webster County School System gain knowledge of students' and teachers' strengths and weaknesses and informs the system's need for professional development. It is our belief that along with improved instruction comes improved learning by both teachers and students.

7. School Leadership:

The most important role of the leadership team is to provide, through a collaborative effort, a safe, academically rich learning environment for the students of the Webster County School System. All school administrators are responsible for several areas. Each does what ever it takes to ensure that all students are educated.

In addition to being chief administrator for the district, the system superintendent, is also the principal. This administrator is responsible for creating an optimum learning environment and ensuring that all local, state, and federal rules, policies, regulations, and laws are followed. Key to this system's success has been the establishment of an open, positive relationship with students, parents, and community.

The High School Principal have the primary responsibilities of supporting 9-12 students, parents, and teachers. In carrying out these duties, each oversees students' academic and behavior progress. The High School Assistant Principal serves as the system's CTAE Director and graduation coach.

The Gifted Coordinator serves as the Federal and State Programs/Curriculum Director and leads the collaborative leadership team meetings to determine prioritized needs, assessing data, and planning professional development activities with the ultimate goal of maintaining a progressive education for the students.

Webster County is a high poverty area with a small population. The system administrators, in addition to fulfilling their specific responsibilities, must, on a daily basis, work in any area needed - far beyond their job descriptions.

The Webster County School System is successful in educating the young so that going to the next step of training for participation in the global economy will be possible. All of the schools' educators recognize and respond to the district's vision of promoting "a learning environment to meet all needs of all students with a focus on developing honor, dignity, respect, determination, and knowledge within us all."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Math II

Edition/Publication Year: current

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May		
SCHOOL SCORES					
Meets	81	38	50		
Exceeds	14	3	0		
Number of students tested	36	26	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	74	38	50		
Exceeds	9	3	0		
Number of students tested	31	26	32		
2. African American Students					
Meets	81	27	40		
Exceeds	5	0	0		
Number of students tested	21	15	15		
3. Hispanic or Latino Students					
Meets	Masked				
Exceeds	Masked				
Number of students tested	1				
4. Special Education Students					
Meets	Masked				
Exceeds	Masked				
Number of students tested	1				
5. English Language Learner Students					
Meets	Masked				
Exceeds	Masked				
Number of students tested	1				
6. Asian/Pacific Island					
Meets	Masked		Masked		
Exceeds	Masked		Masked		
Number of students tested	4		1		
<p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. During the 2008-2010, our students took the Geometry EOCT. They now take the Math II EOCT. During the 2009 and 2010 year, all students fell in the "Does Not Meet" standards category of the test. We had no "Meets" or "Exceeds." Our scores have increased over the past two years with a new teacher and the Math II test. 81% of our students were in the "Meets" or "Exceeds" category for the 2012 school year. 14% of those were in the "Exceeds" category.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: American Lit EOCT

Edition/Publication Year: Current Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets	81	78	81	63	
Exceeds	11	4	12	3	
Number of students tested	37	23	26	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	79	78	84	63	
Exceeds	11	17	16	10	
Number of students tested	34	23	26	30	
2. African American Students					
Meets	76	75	80	52	
Exceeds	9	6	0	9	
Number of students tested	21	16	15	21	
3. Hispanic or Latino Students					
Meets			Masked		
Exceeds			Masked		
Number of students tested			3		
4. Special Education Students					
Meets	Masked				
Exceeds	Masked				
Number of students tested	2				
5. English Language Learner Students					
Meets		Masked			
Exceeds		Masked			
Number of students tested		1			
6. Asian/Pacific Island					
Meets	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	4	1	1		
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
We do not have a full five years of data due to the fact that we are a new high school. This year will be our fourth year with a graduating class.					