

**George Walton Comprehensive High School
Charter School Renewal Petition
June 2007**



In Pursuit of Excellence

**Submitted by
Walton High School**

**Cobb County School District
George Walton Comprehensive High School
1590 Bill Murdock Road
Marietta, Georgia 30062**

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George Walton Comprehensive High School Charter School Renewal Petition

School:	George Walton Comprehensive High School	System:	Cobb County
School Address:	1590 Bill Murdock Road Marietta, Georgia 30062		
School Zone:	As determined by the Cobb County School District		
Transportation:	As determined or provided for by the Cobb County School District		
Students to be Served:	As determined by the Cobb County School District (including students with special needs and disabilities).		
Admission of Students:	Cobb County School District rules and procedures concerning the admission of students will continue to be followed. (reference: JBCA, Admissions)		
Facilities to Be Used:	The physical buildings owned by the Cobb County School District, and located at: <div style="text-align: center;">1590 Bill Murdock Rd. Marietta, Georgia 30062</div> And other sites or facilities as determined or provided for by the Cobb County School District		
Certificates of Compliance:	Building code standards and regulations, and fire, safety, environmental, and accessibility requirements are maintained by the Cobb County School District.		
Insurance:	Walton will continue to be insured through the Cobb County School District (documentation, including amounts of coverage and terms and conditions, are available through the CCSD).		
Food Service Program:	As provided for by the Cobb County School District		
School Contact Persons:	<div style="border: 1px solid black; height: 20px; width: 100%; background-color: #cccccc;"></div>		
Telephone Number of School Contacts	<div style="border: 1px solid black; height: 20px; width: 100%; background-color: #cccccc;"></div>		
Grade levels contained in the school:	9-12	Ages:	14 - 18
Number of students enrolled:	<div style="border: 1px solid black; height: 20px; width: 100%; background-color: #cccccc;"></div>	FTE	

ASSURANCES

1. This petition has been agreed to by a majority of the faculty and instructional staff members by secret ballot.

Date of Vote	Number Approving	Number Disapproving	Percent Approving	Percent Disapproving

2. This petition has been agreed to by a majority of the parents of students enrolled in the school who were present at a meeting called for the purpose of deciding whether to submit the application.

Date of Meetings	Number Approving	Number Disapproving	Percent Approving	Percent Disapproving

TOTAL

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3. This petition has been agreed to by a majority of the students enrolled and present in the school by secret ballot.

Date of Vote	Number Approving	Number Disapproving	Percent Approving	Percent Disapproving

(Principal's Signature) (Date)

4. The petition was approved by the Cobb County Board of Education on _____.
(Date)

(Superintendent's Signature) (Date)

(Board Chairperson's Signature) (Date)

CHARTER FOR WALTON HIGH SCHOOL

WHEREAS, George Walton Comprehensive High School of the Cobb County School District (hereinafter "Petitioner") has petitioned for renewal to the Georgia Board of Education (hereinafter "State Board") for continued status as a Charter School, said renewal petition being attached hereto as Exhibit A and incorporated herein by reference;

WHEREAS, said renewal petition has been approved by a majority of the faculty and instructional staff and a majority of parents of students enrolled in the school who were present at a meeting called for that purpose, and by the local board of education;

WHEREAS the State Board has determined that the petition

1. Provides a plan for improvement at the school level for improving student learning and for meeting national and state education goals;
2. Includes a set of academic and vocational performance indicators for the term of the charter and the means for measuring those indicators on at least a yearly basis, including performance criteria for student achievement established to be attained by the end of the renewed charter period as well as annual performance benchmarks beginning with the first year of the charter renewal period;
3. Includes an agreement to provide a yearly report to parents of students enrolled in the school, the community, the local board and the State Board indicating the progress made by the charter school the previous year in meeting the performance indicators with progress being reported using, as a minimum, the performance criteria and benchmarks established in the petition;
4. Includes a proposal to involve directly and substantially the parents of students enrolled in the school, as well as the faculty, instructional staff, and members of the broader community in the process of creating the renewal petition and in carrying out the terms of the charter; and
5. Includes a memorandum of understanding between the local school system and the school regarding funding of the charter school. Said memorandum of understanding establishing the charter school as a budget unit and outlining specific funding sources anticipated to be available to the charter school; the specific terms under which the local school system will receive funding allotments and entitlements on behalf of the school; the specific terms under which the funds will be made available to the school; and financial procedures to be followed between the charter school and the local school system;

WHEREAS. Subject to the Charter School Act of 1998, and the Constitution of the State of Georgia, Walton shall be subject to the control and management of the Cobb County School District;

The State Board and Local Board grant this charter renewal to Petitioner for a period of five years, to expire on June 30, 2013, to permit Petitioner to operate in accordance with the terms of its Petition as approved and this Charter, subject to the following terms and conditions:

WITHDRAWAL OF CHARTER. If a majority of the faculty and instructional staff of the school and a majority of parents of students enrolled at the school at a meeting called for the purpose of deciding whether to request withdrawal of the charter request that the State Board withdraws this charter, or if at any time the State Board finds that petitioner is not fulfilling the terms of the Charter, this Charter may be withdrawn and declared null and void by the State Board. Further, if at any time the Cobb County Board of Education has evidence that petitioner is not fulfilling the terms of the

Charter; the Cobb County Board of Education may present such evidence to the State Board to withdraw the Charter and declare it null and void.

MODIFICATION. Petitioner may request amendment of the terms of this charter, upon agreement of the state and local board and subject to the approval of a majority of the faculty and instructional staff and a majority of parents of students enrolled at the school at a meeting called for the purpose of deciding whether to request amendment of the charter.

ASSURANCES. Petitioner assures that the school will operate in accordance with the United States Constitution, the Constitution of the State of Georgia, and federal and state law, except for the exemptions granted by this charter. Petitioner also assures that it will operate fairly and equitably for all students and with considerations of the needs of the diverse student population. Petitioner assures that it will be attentive to research in its decisions and operations and that it will operate with full public disclosure about student performance and in accordance with state and federal confidentiality laws.

It is the intent of the Cobb County Board of Education and the charter petitioners that the charter school shall be subject to all Board of Education and State Board of Education rules, regulations, policies, procedures, and all provisions of Title 20 of the Official Code of Georgia Annotated except to the extent those provisions are clearly inconsistent with the terms and provisions of this charter or a specific exemption is provided within the charter.

RENEWAL. This charter may be renewed provided all parties to the original charter approve such renewal in accordance with approval term and requirements in effect at the time of renewal.

SEVERABILITY. If any provision of the charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless otherwise terminated by one or all parties in accordance with the terms contained herein.

This charter shall be interpreted in accordance with O.C.G.A. §20-2-2063.

This 25th day of September, 2002.

Chairperson, State Board of Education

(Date)

Chairperson, Cobb County Board of Education

(Date)

Principal, Walton High School

(Date)

George Walton Comprehensive High School

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George Walton Comprehensive High School

Charter School Renewal Committee

FACULTY AND STAFF

Tom Higgins, Principal
Judith McNeill, Associate Principal

COBB COUNTY BOARD OF EDUCATION

PARENTS

STUDENTS

BUSINESS / COMMUNITY

George Walton Comprehensive High School

Charter School Renewal Petition – School Overview and Selected Accomplishments under the Current Charter

School Overview

Established in 1975 as a part of Cobb County Public Schools, Walton High School currently serves a student body of over 2600. In 1983, Walton received its first significant recognition when it was named a National Blue Ribbon School of Excellence. Walton's motto is *In Pursuit of Excellence*. We believe that excellence is constantly striving to better meet the needs of all students. Therefore, in 1995 the school successfully pursued a waiver with the state to increase the flexible time available in an effort to individualize services for our students and the community. In 1998, our petition to convert to charter status was approved by the district and the state. Charter status is only achieved if a school can demonstrate a commitment to a high level of accountability and parent/community involvement through increased flexibility. The charter was successfully renewed in 2002.

As a result of this drive toward excellence, Walton has continued to receive recognition from the state and from national publications such as *US News and World Report* and *Newsweek*. Our mission is to “educate students who are well prepared to meet the challenges of their post-secondary goals.” Currently over 50 percent of Walton seniors participate in our Advanced Placement (AP) program. Last year almost 800 students in grades 9-12 took over 1800 AP exams by participating in 31 AP courses offered by the school.

Compared to the student body of 2001, last year's students enrolled in AP courses at twice the rate and took 1000 more exams with slightly higher test scores. Students now understand more clearly the connection between participation in a rigorous curriculum in high school and success at the college of their choice. Because over 95 percent of our seniors enroll in four year colleges immediately after graduation, between 99-100 percent of seniors take the SAT. Before the test format changed for the class of 2006, the scores from year to year were comparable. The class of 2005 posted the highest score in the history of the school. This score represented the third time in the last four years that an increase was posted. With over 99 percent of the graduating class of 2006 taking the SAT, their combined mean score was approximately 200 points above the national average.

Walton is committed to personalizing the educational environment. Students are enrolled in six courses each semester and follow a seven period bell schedule that allows them a full period for lunch. During the lunch period, students have access to the media center and to their counselors. Advisement, held daily, provides a time when students meet with

their advisors who stay with the students for four years through their graduation. One feature of the charter, the Walton Enrichment Block (WEB), provides flexible time for students to seek assistance from their teachers. Students are released 23 times a year for almost two hours before the regular dismissal time. Students and their parents decide how best to use the time. The exception is for ninth graders who are struggling academically. These students are required to stay for extra academic help.

Nationally recognized band, orchestra, chorus, art, and drama programs provide an opportunity for over 25 percent of the student body to develop and express artistic talent. A variety of industry-certified career and technology programs effectively complement the academic offerings. Students have a wide array of choices for athletic participation. Walton offers 23 varsity sports which have won over forty state championships. More than fifty clubs and organizations help teach social responsibility through community service. Students who contribute time to community service are recognized at graduation and also qualify for scholarships provided by the school. Walton students have helped build eleven houses through our Habitat for Humanity club, and last year alone raised over \$30,000 for Relay for Life.

Partly as a result of the charter, Walton has a high level of parent involvement. The governing body for the charter, the Walton Governance Council (WGC), is comprised of 22 voting members and eight advisory members. In the renewal of the charter in 2002, parent participation was greatly expanded. Ten of the 22 voting members represent students, parents, and other community members. Parent and community involvement is also enhanced through a very active PTSA, a foundation, and booster clubs for academics, athletics, and fine arts.

Selected Accomplishments Under The Current Charter*

- Almost fifty percent of Walton seniors graduate having passed one or more Advanced Placement (AP) courses.
- In May, 2006, almost 800 students in grades 9-12 took over 1800 AP exams by participating in 31 AP courses offered by the school. This participation is twice the rate of 2001 and an increase of 1000 exams taken.
- Walton now offers 32 AP courses with the addition of AP Chinese.
- The class of 2005 led the metro Atlanta area by posting the highest SAT in the history of the school. This score was achieved with 100 percent of the class taking the test.
- With the format change of the SAT for the class of 2006, Walton led the metro area again with a Reading score of 566, a math score of 585, and a writing score of 554, a total of 200 points above the national average. This score was achieved with 99 percent of the class taking the test.
- Walton was one of only two regular (non-magnet) high schools statewide to receive the 2005-06 Platinum Award for High Percentage of Students Meeting State Standards based on the junior class performance on the High School Graduation Tests.

- Over half of the graduating class of 2006 graduated with Honors (i.e., a cumulative GPA of 3.5 or higher).
- At this year's Academic Letter ceremony, 130 students received an academic bar which is given to students who have achieved a 4.0 for at least two consecutive years. There were 150 additional students who received their first academic letter awarded to students earning a 4.0 or better GPA during both semesters of the previous academic year.
- Walton teachers and parents rated Walton more favorably than the district average on the climate survey administered in January, 2007.
- In 2006, Walton students achieved excellence on the National Social Studies Tests in U.S. History and World History by placing first in the nation.
- Mock Trial, Model UN, Literary Team, and Debate Team have all won numerous awards at regional, state, and national competitions.
- The Science Bowl team has placed first in the Regional Competition for the last five years. The team placed first at the State Competitions in 2004 and 2005. The first place finishes at the State earned the team a place at the National Science Bowl Competition where the team placed seventh in 2004 and third in 2005.
- In 2006, 165 Walton Latin students took the National Latin exam. Of these students, 108 gained recognition with 34 receiving a gold medal for the highest recognition.
- The Academic Bowl Team won the state championship in 2004, 2005 and 2006. The team won the WSB High-Q championship in 2004 and 2006. In national competition the team finished in the top 10 in 2004, 2005 and 2006.
- A Walton student has been one of the two State AP Scholars for both 2005 and 2006.
- In 2005, a student in the Creative Writing class won a school, county, and state award for her creative writing piece.
- In 2006, students wrote prose pieces for the Creative Writing class and won first place and third place at the state competition. Another student wrote a poem that came in third in the state.
- The yearbook has won the Columbia Scholastic Press Association Award Silver Medal for 2004 and 2005, the National Scholastic Press Association First Class with two marks of distinction award for 2005 and 2006, the American Scholastic Press Association first place with special merit in 2005 and most outstanding high school yearbook for 2005, and the Georgia Scholastic Press Association awards of Excellent in 2004, Superior in 2005, and General Excellence in 2005.
- The school newspaper has won the Columbia Scholastic Press Association Award Gold Medal for 2005.
- The French Department had 12 students place in the top 10 in the state and nation at the Grand Concours (National French Exam) in 2004; 8 students in 2005; and 13 students in 2006.
- The French Department had 14 students who participated in an exchange program and stayed with a French family to study in France in 2006 at the Espace

Linguistique of the CCI de Nantes et de Saint-Nazaire and 21 students will participate in this program in 2007.

- The AP Spanish Language and Literature students study in Spain at the Universidad Pontificia in Salamanca and live with a Spanish family for a week every year. In 2003, 81 students participated; in 2004, 98 students participated; in 2005, 76 students and all students received the DELE endorsement; in 2006, 122 students participated and all students passed an exam given by the University that awarded them 2 college credit hours; in 2007, 102 students participated with 18 students receiving full scholarships and 34 students received partial scholarships to participate in this program. In 2005 and 2006, two Spanish professors from the Universidad Pontificia spent the first month of school here at Walton teaching and working with the students.
- In 2005-2006, the math students were the State JV Champions.
- The number of students invited to participate in the second level of the AIME (American Invitational Mathematics Exam) of the American Mathematics Competition increased every year starting with 18 students and increased to 46 students in 2006.
- Over 200 students participate in each of our music programs, Chorus, Band, and Orchestra, all of which consistently receive the highest ratings at festivals.
- Chorus has been the featured choir at the international mass in the Notre Dame Cathedral in Paris.
- Band has participated in the Tournament of Roses Parade and finished as one of the top 20 bands in the nation at the last Bands of America competition.
- Orchestra has performed at the prestigious Midwest Clinic and toured Europe twice in the last five years.
- The DECA program (Distributive Education Clubs of America) has consistently won both region and state titles.
- Drafting and Design has been an industry certified program since the 2000 school year.
- The Graphic Arts program has been the winner for the past three years of Awards of Excellence from the Printing Industry Association of Georgia.
- The Graphic Arts students have won 14 National Gutenberg Awards for the 2005-2006 school years.
- The Automotive Technology Service program has placed in the top three in the Ford Motor Company's State Student Auto Skills Competition for the past five years.
- Walton implemented a Pre-Engineering nationally certified program through Project Lead The Way.
- Over 200 students participate in each of our music programs-Chorus, Band, and Orchestra, all of which consistently receive the highest ratings at festivals.
- Walton continues to implement a student exchange program, established during the last charter, with its sister school in Beijing.
- The PTSA has won many state awards and has logged over 9,872 hours of volunteer time this year alone. The PTSA sponsors the Raider Pride award given to

students with outstanding character. Approximately 80-100 students are recognized annually.

- The Walton Facilities Foundation, the first of its kind in Cobb County, supports the school with tens of thousands of dollars annually.
- Walton has initiated 332 honor cords for graduating seniors who have achieved community service hours. The total numbers of community service hours were 2,864.75 hours in 2001-02, 5729.5 hours in 2002-03, 16,238 in 2003-04, 26,613.75 hours in 2004-05, 29,416.75 hours in 2005-06, and 39,062 hours in 2006-07.
- In order to further recognize exemplary volunteer service each year, the school awards scholarships which exceed \$2000.
- Service clubs such as the Beta Club, Environmental Club, Habitat for Humanity, Interact, Junior Civitans, and Community Outreach perform annual community service from building houses to conducting blood drives.
- The last two years, Walton has raised more money to support Relay for Life than any school in Cobb County.
- Walton currently offers 23 varsity sports and has won more than 40 state championships. Since the last charter, volleyball, soccer, tennis, and cross country have won state championships.
- Girls Varsity Tennis won the state championship in 2004, 2005, and 2006.
- During the last charter Walton has provided AP training for 37 teachers, trained 39 teachers in peer coaching, and offered a gifted endorsement course for 30 teachers bringing the total of teachers with gifted endorsement to 76. Walton has trained 48 teachers for gifted certification in the last year.
- Walton currently has nine teachers who have participated as AP readers.

A willingness to respond to the diversity of a changing society and the development and implementation of unique programs has made George Walton Comprehensive High School in Marietta, Georgia, a vanguard educational institution. The school goals of Walton direct its stakeholders to constantly improve student achievement in the following areas: (a) thinking and reasoning skills; (b) expanding and integrating knowledge throughout the curriculum; and (c) integrating personal and social responsibility.

In order to improve student learning, Walton requests the following waivers: (a) the utilization of a governance council, which broadly represents all stakeholders, instead of the local school council; (b) the continuation of a customized teacher and parent-friendly student information system proven to be effective; (c) the continuation of a successful flexible schedule which is characterized by the Walton Enrichment Block (WEB) and Morning/Afternoon Tuition School (MATS); (d) flexibility in choosing, developing, and implementing curriculum and assessment, as well as deploying personnel; (e) an option to select textbooks other than those adopted by the county adoption committee; (f) control over all earned state staff development monies; (g) expand the evaluation model to include a collaborative education model; (h) exemption from the Cobb County EOCT testing schedule and elect to be an independent school for administration purposes; and (i) proposes the addition of Project Lead the Way courses to the list of courses earning an additional one-half quality point .

Pursuit of excellence continues to be an inherent facet of Walton's total school philosophy. This commitment, shared by administration, faculty, students, and the at-large community fosters a willingness to be innovative in all aspects of education. Yesterday's success is simply the motivation for greater achievements tomorrow as Walton tries to continue and expand its role as a leader in education. This charter petition represents a spirit of cooperation among students, teachers, administration, parents, business community, and the Cobb County School District.

*Refer to Appendix A for the National Blue Ribbon Report which describes other Walton accomplishments.

George Walton Comprehensive High School Charter School Renewal Petition - Guiding Principles

Vision

Walton High School is one of the major providers of secondary education in East Cobb. As an educational institution responsible for the total development of students, it is Walton's goal to enable them to become totally, seamlessly integrated with the local, national, and global community. Challenges of rapid global transformation mandate that the students of Walton High School be equipped with knowledge, insight, and flexibility. Walton understands this challenge and strives to empower the whole student to experience present and future success and to beneficially impact the changing world.

Mission

Walton High School's mission is to educate students who are well prepared to meet the challenges of their post-secondary goals. Walton High School pledges its resources to the development of the whole student, addressing academic, social, emotional, and career needs while fostering attitudes of good citizenship, cultural awareness, lifelong learning, and compassion.

Beliefs

The Walton High School community believes:

- The commitment to continuous improvement is imperative for the school to enable students to become competent, self-directed, lifelong learners.
- Students need to be actively involved in solving problems and producing quality work.
- Students learn best when they are actively engaged in the learning process.
- Student learning is the chief priority for the school.
- Teachers, administrators, parents, students, and the community share the responsibility for advancing the school's mission.
- A safe and physically comfortable environment promotes student learning.

- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Schools need to function as a learning organization in order to promote opportunities for all those who have a stake in the success of the school to work together as a community of learners.
- Students learn in different ways, and should be provided with a variety of instructional approaches to support their learning.
- Students need to apply their learning in meaningful contexts.
- A student's self-esteem is enhanced not only by academic and extracurricular success, but also by the creation of positive relationships and mutual respect with faculty, staff, and peers.

George Walton Comprehensive High School

Charter School Renewal Petition

Five-year Goals, Performance Indicators, and Measurements

The Walton High School plan of action incorporates the College Board's programs, the NSSE guidelines, Baldrige criteria, and governing principles of Southern Association of Colleges and Schools as a foundation for the following three goal statements. On a yearly basis, departments will generate performance indicators, strategies and appropriate assessments to support the attainment of these goals. Walton will be accountable for overall continued student achievement and will assess its progress on a yearly basis using the assessments referenced on page 37 of this charter. A rigorous curriculum, coupled with higher-level, critical thinking skills are the cornerstone of Walton instruction. Students are prepared for a strong performance on national assessments, as well as in their choice of post-secondary studies.

GOAL I: TO REINFORCE AND STRENGTHEN THINKING AND REASONING SKILLS

PERFORMANCE INDICATORS:

- I. 1. Students gather and use information effectively to gain knowledge, classify and organize information, support inferences and justify conclusions appropriate to the context and audience.**
- I. 2. Students evaluate and refine the use of multiple strategies to solve a variety of types of problems.**
- I. 3. Students generate new and creative ideas by taking considered risks in a variety of contexts.**

Walton recognizes that critical thinking, problem solving, and creative thinking are essential for student success both in and out of school. Walton will:

- Provide opportunities for all students to learn and use these skills
- Incorporate the skills across the curriculum
- Provide instructional practices that accommodate differences in learning styles
- Provide continuous support and professional learning to consistently incorporate higher-order thinking skills consistently in instruction for all students
- Actively engage students in the learning process
- Provide instruction that is relevant, stimulating, challenging, and intriguing
- Continue to evaluate, adjust and enhance the quality of the curriculum to help students achieve

GOAL II: TO EXPAND AND INTEGRATE KNOWLEDGE ACROSS THE CURRICULUM

PERFORMANCE INDICATORS

- II. 1. Students connect knowledge and experiences from the different subject areas.**
- II. 2. Students use what they already know to acquire new skills, and expand understanding.**
- II. 3. Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solve problems or to complete tasks.**
- II. 4. Students recognize, analyze, evaluate, and communicate curriculum with clarity and purpose.**

Walton recognizes the importance of connecting past knowledge to current and future learning. In order to assist students in expanding and integrating knowledge, Walton will:

- Emphasize vertical teaming to assure a seamless transition into new opportunities for high level classes
- Provide the appropriate level of challenge and support for all students
- Enhance classroom technology to reflect the most current innovations available for instruction.
- Relate classroom instruction to practical application
- Utilize technology to support instruction in all content areas
- Promote professional learning specific to content areas
- Provide writing instruction across the curriculum
- Provide opportunities for oral expression
- Enhance the summer reading program
- Increase opportunities for faculty to collaborate across content areas

GOAL III: TO PROMOTE AND DEVELOP PERSONAL AND SOCIAL RESPONSIBILITY

PERFORMANCE INDICATORS

- III. 1. Students take responsibility for personal actions and ethical behavior.**
- III. 2. Students respect themselves and others, understand and appreciate the diversity and interdependence of all people.**

III. 3. Students demonstrate an understanding of and responsibility for global and environmental issues.

III. 4. Students act as responsible citizens in the community, state, nation, and world.

III. 5. Students reflect on and evaluate their learning for the purpose of improvement.

Walton recognizes the increased complexity of many academic, social, and personal decisions facing our students. By recognizing that each student is a valued individual with unique physical, social, emotional and intellectual needs, Walton will prepare students to become contributing members of a diverse and complex society. To promote personal and social responsibility, Walton will:

- Provide career assessment and exposure to post-secondary options
- Provide an incentive for excellent attendance
- Provide leadership opportunities through student governance and extra-curricular activities
- Model good decision making
- Promote greater interaction between students and faculty
- Provide diverse avenues for students to contribute their time and talents in community service
- Continue to promote the qualities of character education for all students
- Promote instructional opportunities for all students to understand differences and similarities of peoples and cultures
- Offer awareness programs in response to student concerns
- Empower students to make decisions based on accurate information about actions and consequences

GOAL MEASUREMENTS

2006-07 NCLB Blue Ribbon Schools Program Report, Appendix A, page.

NATIONAL MEASURES:

1. Over the last five years, 99 percent of Walton seniors have taken the SAT. Walton has continued to improve the mean SAT scores each year since 2003. Beginning with the class of 2006, Walton has established a baseline mean score for each component of the new format of the SAT. Walton will have maintained or exceeded the baseline averages at the end of the five-year period of this renewed charter. Once a trend has been established, Walton will create benchmarks for improvement. Continued use of the SAT Online Preparation course will ensure students' preparation for the SAT.
2. Since 1998, Walton has seen an increase in the number of Advanced Placement (AP) tests taken, the number of test takers, and the number of tests passed (see Appendix B, page.). Walton will increase the total number of students enrolled in each AP course.

STATE MEASURES:

1. Over the past five years, Walton's average pass rates for first time test takers on the Georgia High School Graduation Test have been:

Writing:	98.8%
English:	99.6%
Social Studies:	98.6%
Science:	94.8%
Math:	99.4%

At the end of the five year period of this renewed charter, Walton will have maintained or exceeded this baseline data. (Goal I.1, I.2, II.3, II.4, III.1 [pp. 13-15]).

2. Walton will maintain a high level of performance on the Georgia High School Graduation Test, Walton will identify and remediate students who exhibit weak skills or who have failed a section. Counselors play an integral role in helping students identify strategies for success. The Graduation Coach will oversee remediation that may include: USA Prep program, in-class instruction, tutoring (WEB, before and after school), and Skills Tutor program. (Goal I.1, I.2, II.3, II.4, III.1 [pp.]).
3. State mandated End of Course Tests (EOCT): At the end of the five-year period of this renewed charter, Walton will have maintained or exceeded the established baseline data of the percent of students passing and of the average scores. (Goal I.1, I.2, II.3, II.4, III.1 [pp.]).

LOCAL MEASURES:

1. When combined with other measures, student Grade Point Average (GPA) is an excellent indicator of future success. Over the course of this renewed charter, Walton is committed to reducing the percentage of seniors graduating with a GPA of 2.0 or less. (Goal I, II, III.5 [pp. _____]).
2. Student attendance is critical for success, and barring health problems, is an indicator of personal responsibility. Students who are absent ten or more days a semester miss opportunities for learning important course content. Over the course of this renewed charter, Walton will reduce the percentage of the number of students absent for ten or more days a semester. (Goal III.1, III.4, III.5 [p. _____]).
3. Employers and college admissions officers acknowledge community service as an indicator of social responsibility. Walton will recognize graduating students who have completed 180 hours of community service. In the opening remarks at graduation the principal will commend those students wearing community service cords. (Goal III.3, III.4 [p. _____]).

ACTION PLANS

Priorities

The Action Plan is divided into two parts---one for student achievement and one for school performance. The first section of the plan looks at student achievement.

STUDENT LEARNING PRIORITIES

Science Department:

As part of the current Charter goal to improve thinking reasoning skills, the science department chose to implement inquiry labs. We learned from our evaluation of the lab reports that students generally had difficulty in two areas; representing and interpreting data in graphic form and writing clear, concise, and coherent reports of their investigations. Last year we concentrated on graph production and interpretation. This year we will continue to use inquiry labs as a means to teach thinking and reasoning as well as continuing to work to improve graphing skills, however our main emphasis will be on writing skills.

Fine Arts:

Students will demonstrate personal responsibility as they prepare for performances.

Social Studies:

The Social Studies Department will focus on thinking and reasoning proficiency through the use of primary document analysis.

Media Center:

Students will use reliable, accurate, and authoritative online resources to complete school assignments.

Special Education:

Students will demonstrate personal responsibility through the use of self-advocacy skills.

English:

Students will demonstrate reasoning and thinking proficiency through writing.

Math:

Students will demonstrate conceptual understanding of mathematical content through oral and written communication.

Business:

Students will demonstrate a mastery of the curriculum in each of the following subject areas: computer science, economics, computer applications, web page design, drafting, automotive technology, therapeutic medicine, pre-engineering, graphic arts, and media production.

Foreign Language:

The Walton High School Foreign Language Department will continue to address Charter Goal I (thinking and reasoning skills). The Foreign Language Department acknowledges it must provide student intellectual development through the teaching of specific writing skills such as paragraph and essay formation and the mastery of grammatical and mechanical competencies in all foreign languages.

SCHOOL PERFORMANCE PRIORITY

The staff will engage in ongoing review, revision, and implementation of the total curriculum.

STUDENT PERFORMANCE ACTION PLAN: GOALS

Department	Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
Science	All science students will write lab reports, essays, and/or test question responses according to SAT writing standards.	<p>Performance indicators will be scores assigned to writing samples according to a rubric developed by members of the science department.</p> <p>The developed rubric is based on the SAT writing rubric however it has been modified to emphasize scientific writing.</p>	To be determined by score earned on initial writing sample.	Improvement of at least one level on the scoring rubric.
Fine Arts	All students will demonstrate knowledge of their individual responsibilities as they relate to preparation for performance in Fine Arts.	<p>Festival results</p> <p>Observation of student performances</p> <p>Written exams</p> <p>Individual playing evaluations</p> <p>Small group evaluations (sectionals)</p> <p>Peer evaluations</p> <p>Evaluations by students and teachers of taped (video or audio) rehearsals and performances</p>	Last year's Festival Evaluations	Maintenance of last year's levels.

STUDENT PERFORMANCE ACTION PLAN: GOALS

Department	Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
Social Studies	Students will increase thinking and reasoning proficiency through the use of primary document analysis.	<p>Students will be able to look at political cartoons and interpret the meaning and bias.</p> <p>Students will interpret by paying attention to all details.</p> <p><i>Students will follow the procedure through APPARTS</i></p>	Currently being determined.	
Media Center	Students will use the Walton Media Center Web page to access online subscription databases, recommended Internet links, research guides and tools.	Students will access the Internet through the Walton Media Center Web page where they will select online subscription databases or recommended Internet links. A counter will record the usage of the Web page.	The Walton Media Center Web page was launched on September 21, 2006 and this will be the baseline year.	2006-2007 will provide the baseline data for the Walton Media Center Web page.

STUDENT PERFORMANCE ACTION PLAN: GOALS

Department	Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
Special Education	Students will demonstrate personal responsibility through the use of self-advocacy skills.	<p>Student states all of their IEP goals and objectives.</p> <p>Student states all of their accommodations and/or modifications.</p> <p>Student approaches an adult for academic or IEP-related assistance.</p>	<p>Baseline established by previous year's responses.</p> <p>Freshman baseline – 62%</p> <p>Upperclassman baseline – 67%</p>	<p>Student states some or all of their IEP goals and objectives.</p> <p>Student states some or all of their accommodations/ modifications.</p> <p>Student (does/does not) approach an adult for academic or IEP-related assistance.</p>
English	Students will demonstrate thinking and reasoning proficiency through writing.	Students will demonstrate writing proficiency by engaging in activities such as answering directed questions in the classroom, participating in group brainstorming, preparing Venn diagrams, clustering ideas, formulating theses, analyzing literature, examining models of writing,, and researching, writing, and completing essays that are appropriate for grade levels.	All Students have writing portfolios that include their graded essays and a Writing Profile Chart from each semester. The Writing Profile Chart will indicate mastery in the various grammar and writing component of that semester.	We will begin recording the average writing score for each graduating class beginning in 2006. We will continue to monitor student progress through the writing portfolios and Writing Profile Charts.

STUDENT PERFORMANCE ACTION PLAN: GOALS

Department	Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
Math	Students will demonstrate conceptual understanding of mathematical content through oral and written communication.	Oral discussions in class and in small groups will occur. The teacher will informally evaluate responses. A written question will be given on each unit test and will be evaluated by the attached rubric.	Informal evaluation of in-class discussions will occur for the remainder of the semester. For the remainder of Fall Semester, 2006-07, teachers will evaluate one written question per unit. A percentage of students who score "satisfactory" on at least 75% of the questions will be established.	At the beginning of Spring Semester, 2006-07, a percentage of increase to be achieved in number of students scoring "Satisfactory" on at least 75% of the questions per semester will be established.
Foreign Language:	The Foreign Language Department acknowledges it must provide student intellectual development through the teaching of specific writing skills such as paragraph and essay formation and the mastery of grammatical and mechanical competencies in all foreign languages.	<p>Student will write in the target language by utilizing learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences in order to write about simple topics and events.</p> <ul style="list-style-type: none"> • Informal assessment will be conducted using teacher rubrics developed by the Walton Foreign Language teachers. • Formal assessment will include quizzes, exams, compositions and essays using teacher-generated rubrics. 	<p>In 2006-2007 (number of students) students are enrolled in 3 or more years of same-language instruction.</p> <p>In 2006-2007 currently there is limited writing in the first four levels of foreign languages</p> <p>In 2006-2007 ACTFL guidelines will be used to achieve current writing levels of writing proficiency</p>	<p>The Foreign Language benchmark is to increase current baseline levels one through three</p> <p>Foreign Language students are to be writing at the appropriate level according to the ACTFL/AP standards.</p> <p>Post-test to indicate increase classification at next ACTFL level.</p> <p>1st level: Zero to Novice-Low 2nd level: Novice-Low to Novice-High 3rd level: Novice-High to Intermediate-Mid 4th level: Intermediate-Mid to Intermediate-High 5th level: AP Standards 6th level: AP Standards</p>

STUDENT PERFORMANCE ACTION PLAN: GOALS

Department	Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
		<p>Students will write multi-paragraphed essays, journals, letters, and/or creative texts in which their thoughts are unified and presented in an organized fashion in the target language.</p> <ul style="list-style-type: none"> • Understand and use the elements of effective written communication in interpersonal, small group, and other settings. • Write so it is comprehensible to a native speaker not used to reading the writing of foreigners. <p>Students will be able to use written communication skills in the target language to make connections and reinforce knowledge across academic disciplines.</p>		

George Walton Comprehensive High School

Charter School Renewal Petition – Walton Governance Council

STATEMENT OF PURPOSE

The Walton Charter Initiative is based on shared decision making and total staff, administrative, student, parent, and community involvement for improved learning at George Walton Comprehensive High School (WHS). Walton recognizes the positive impact that school councils can have, and seeks to broaden the representation of all stakeholders beyond what the school council prescribes.

The Walton Governance Council's (WGC) guiding philosophy is to serve Walton's students more effectively by providing more efficient communication and collaboration. The WGC shall be comprised of *stakeholders* (hereinafter defined as administration, faculty, staff, students, parents, and business / community leaders) who have a vested interest in Walton High School. This council will address, in a flexible and timely manner, issues including, but not limited to, curriculum and instruction / professional learning / student climate, discipline and attendance, staff enhancement, facilities, goals and assessment, and technology.

The principal, as the chief administrator of WHS, will continue to oversee the day-to-day operations of the school.

I. GOVERNANCE COUNCIL RESPONSIBILITIES

The responsibilities of the WGC shall be as specified below. The WGC shall consider only those issues which fall under the following areas, and others which the WGC determines by vote to have school wide impact and to be best resolved by that body.

The Walton Governance Council will be responsible for the following:

1. Gathering information and ideas from all stakeholders: administration, faculty, staff, students, parents, business / community leaders, and other sources;
2. Disseminating information so gathered, the substance of WGC discussions, and decisions reached;
3. Establishing school-wide improvement priorities and collecting and assessing information concerning efforts for improvement;
4. Coordinating task forces and committees;
5. Considering and deciding on business brought before it by any member of the WHS community (student affairs including, but not limited to, instruction and discipline issues will be handled according to existing procedures);
6. Proposing, defining, and establishing amendments for subsequent years to the Charter;

7. Ensuring that all decisions are consistent with the guiding principles, goals, and objectives of Walton High School.

THE SCOPE AND POWER OF THE WALTON GOVERNANCE COUNCIL

The WGC shall address identified responsibilities as well as any issue brought before it by a member of the school community.

The administration (principal, associate principal, assistant principals, and administrative assistants) will be responsible for the day-to-day operations and for carrying out the policies and procedures of the WHS School Charter, the Cobb County Board of Education, and the State Board of Education.

The Walton Governance Council shall take no action that is in violation of state or local educational policies (excluding policies for which the Charter has been granted exemptions), applicable legal codes, and any other government regulations which may apply. The Walton Governance Council shall be subject to the provisions of OCGA §50-14-1 *et seq.* and OCGA §50-18-70 *et seq.*

II. WALTON GOVERNANCE COUNCIL STRUCTURE

The WGC shall consist of 22 voting members, who represent stakeholders of Walton High School. Voting members must be current stakeholders in WHS.

- 1 - Principal
 - 1 - Administration Delegate (Assistant Principal, Administrative Assistant, Area Lead Teacher, or Department Head)
 - 9 - Certified Staff / Faculty
 - 1 - Non-certified staff (secretary, para-professional, custodial / maintenance staff, cafeteria staff, security staff)
 - 2 - Students (recommended by Teachers, Administrators, or Counselors)
 - 3 - Parents (from PTSA)
 - 2 - Walton Facilities Foundation Board (elected by WFF)
 - 3 – Business / Community (suggest: Partner in Education, School Board Member, or Business / Community representative [ECCA, CAC])
-
- A. Principal – the principal acts to implement the decisions of the WGC arrived at through the shared governance process. The principal shall encourage inclusion of the greatest number of constituencies and their representatives in the shared governance process and shall in no way act to circumvent the process of shared governance.
 - B. Certified Staff - One certified teacher from each of the following departments or combination of departments:

- 1) English / ESOL
- 2) Special Education
- 3) Math
- 4) Science
- 5) Social Studies
- 6) Foreign Language / Gifted
- 7) Media / Guidance
- 8) Career Tech
- 9) PE / Fine Arts

Each of these departments shall hold a meeting in May to elect their WGC representatives for the upcoming year. The process for election shall be by simple nomination (including self-nomination), seconding, and then voting by secret ballot. Each team shall decide upon the specifics of the process of election. Any disputes shall be resolved by the WGC.

- C. Students - Chosen by teachers, counselors, or administrators..
- D. Parents - The PTSA shall create a governance advisory committee. The PTSA shall be free to set the size of the committee and the manner of choosing members. The PTSA advisory committee shall have **three voting members** on the WGC.
- E. The Walton Facilities Foundation (hereinafter referred to as **WFF**) shall also create a governance advisory committee. The WFF shall be free to set the size of the committee and manner of choosing members. The WFF advisory committee shall have **2 voting members** of the WGC.
- F. Business / Community-at-Large - Each of the stakeholders in this category shall determine their own methods for selecting their delegates. It is recommended that Partners-In-Education select one delegate; the business / community should select one delegate representative of the East Cobb Civic Association (ECCA), or business community. The Cobb County School Board member from the Walton community may represent the third seat. The Walton Community shall determine the representatives of this group. The Business / Community-at-Large stakeholders shall have **3 voting members** on the WGC.
- G. Duration of terms - Since this application is for the renewal of the Charter, Walton has already implemented staggered elections of the WGC. The first council elected half of the WGC for a term of one year and the other half for a term of two years. All subsequent elected members shall serve for a term of two years, so that one-half of the council will rotate each year. Students shall serve terms of one year. All other stakeholders shall serve terms of one year. Elections shall be held annually in May.

- H. Method of filling a vacant seat - If a council member should, for any reason, be unable to complete his / her term, the group he / she represents shall elect a new representative. A seat shall be considered vacant if a member misses two consecutive officially scheduled meetings or misses a combined total of four meetings in any one school year. The WGC shall consider any mitigating circumstances and make a determination by two-thirds majority.
- I. All elections for the next school year shall be held in May.
- J. Council members shall be limited to two consecutive terms.
- K. Self-nomination shall be allowed for all elections.

III. WALTON GOVERNANCE COUNCIL ORGANIZATION

- A. Chairperson—The Chairperson shall preside at meetings and assume the standard and customary charges of that office as specified in *Robert's Rules of Order, Modern Edition (Robert's)* or as designated by the plan of the Walton Governance Council.
- B. Deputy Chairperson—The Deputy Chairperson shall act as a regular member of WGC except in cases of the Chairperson's absence or incapacity.
- C. Recording Secretary—The Recording Secretary shall keep and publish the official minutes of the WGC meetings.
- D. Council Parliamentarian—The Parliamentarian shall make final decisions on issues of parliamentary procedures.
- E. Standing Committees—The eight governance areas include but are not limited to the following committees:
 - 1. Curriculum & Instruction
 - 2. Professional Learning
 - 3. Discipline & Attendance
 - 4. Student Climate
 - 5. Staff Enhancement
 - 6. Facilities
 - 7. Goals & Assessment
 - 8. Technology

IV. COUNCIL OFFICERS

COUNCIL CHAIRPERSON—The new WGC shall elect a Council Chairperson from among the faculty members of WHS for the upcoming school year. The Council Chairperson must be a staff member currently employed on-site at Walton High School.

Method of Choosing the Chairperson / Term of Office - The chairperson shall be chosen by means of floor nominations, self-nominations, and secret ballot. The principal and one assistant principal (independently of one another) shall tally the ballots. The chairperson shall serve a term of one year; however, he / she may be elected for a consecutive one-year term.

Duties and responsibilities of the Chairperson: The chairperson's duties and responsibilities are to:

- a. ensure that the council adheres to the goals and objectives outlined in the WHS charter;
- b. ensure that rules of order are maintained;
- c. conduct the business of the council honestly and in good faith;
- d. present the agenda for each meeting;
- e. review rules of order as necessary or defer to Parliamentarian; and
- f. communicate decisions to the school community.

DEPUTY CHAIRPERSON— The new WGC shall elect a Deputy Chairperson from among the duly elected members of the WGC for the upcoming school year. The deputy chairperson shall serve a term of one year; however, he / she may be elected for a consecutive one-year term.

Duties and Responsibilities of the Deputy Chairperson - The deputy chairperson's duties and responsibilities shall be to:

- a. serve as acting chairperson in the absence of the chairperson;
- b. assist the chairperson in the execution of his / her responsibilities; and
- c. perform any other duties which may be assigned by the WGC.

RECORDING SECRETARY—The new WGC shall elect a recording secretary from among the duly elected members of the WGC for the upcoming school year. The recording secretary or someone appointed to act in that capacity by the WGC **must** be present before any other business can be conducted. The recording secretary shall serve a term of one year though his / her position on the WGC may be two years.

Duties and Responsibilities of the Recording Secretary - The recording secretary's duties and responsibilities shall be to:

- a. record the official minutes of the meetings of the Walton Governance Council, including but not limited to general proceedings, decisions, motions and resolutions passed, committee assignments, schedules, etc.;
- b. keep accurate and careful records of the motions and amendments before the WGC;
- c. maintain the files of the WGC;
- d. write WGC correspondence;
- e. publish the minutes of each WGC meeting; and
- f. provide copies of all business to all WGC members.

COUNCIL PARLIAMENTARIAN — In May, the new WGC shall elect a Council Parliamentarian from among the duly elected members of the WGC for the upcoming school year. The parliamentarian's decisions are final except when overridden by a two-thirds majority of physically present voting members. A motion to override the council parliamentarian is the highest order. The council parliamentarian need not be present for the council to conduct business. In the absence of the council parliamentarian, the chairperson shall assume those responsibilities; however, the WGC may move to consult *Robert's*. The council parliamentarian shall serve a term of one year.

Duties and Responsibilities of the Council Parliamentarian - The council parliamentarian's duties and responsibilities shall be to:

- a. clarify points of order as disputes arise on the floor;
- b. bring out-of-order events to the attention of the chairperson;
- c. act as a consultant to any member of the WGC in matters of parliamentary procedure.

V. STANDING COMMITTEES

The standing committees will report regularly to the WGC in an advisory capacity. Committee leaders / facilitators are selected from among the members of each committee and shall serve as the liaison between the standing committee and the WGC. Selection of committee leaders / facilitators will be made yearly. The committee leaders' duties and responsibilities shall be to:

- set the agenda and schedule committee meetings;
- gather information, concerns, issues, and ideas from the committee and communicate that information to the WGC; and

- ensure the smooth and efficient operation of the committee by facilitating communication and managing / resolving conflict(s) within the group.

All faculty and staff will serve on a committee. Parents, students, business / community people, and central office personnel may be invited to serve on a committee or may volunteer to serve. The committee itself may set reasonable limits on the number of non-instructional members who may serve on that committee, though it may not otherwise limit who shall serve. Each member will accept responsibility for the shared decision making process and will not act to undermine that process.

Responsibilities of the standing committees may be reduced or expanded by the WGC or upon recommendation of the particular committee concerned and after discussion / approval by the WGC. Other committees may be established as the need arises. All standing committees shall report to the WGC in an advisory capacity.

All standing committees will meet on a specified, regularly scheduled meeting date established at the beginning of the school year. The standing committees shall meet a minimum of once a month.

1. Curriculum and Instruction—This committee shall be responsible for curriculum and instruction issues. These may include, but are not limited to:
 - focusing on student-driven needs for curriculum and instruction.
 - investigating alternatives to traditional curriculum and instruction;
 - making recommendations about curriculum, including new courses and programs;
 - monitoring the WEB schedule, gathering information, and having input on the program;
 - making recommendations about student assessment procedures to the WGC;
 - making recommendations about adoption / approval of materials to the WGC;
 - coordinating the responsibility for textbook selection procedures; and
 - communicating and coordinating with the Professional Learning committee.
2. Professional Learning—This committee shall identify professional learning needs specific to Walton High School. The committee shall disseminate information related to all professional learning opportunities. These needs may include, but are not limited to:

- gathering information and input about professional learning interests and needs;
 - recommending professional learning activities and courses; and
 - communicating and coordinating with WGC committees.
3. Discipline and Attendance—This committee shall be responsible for formulating school-wide discipline and attendance policies not prohibited by local, state, or federal policies. This committee shall also be responsible for working with the administration to resolve any discipline and attendance matters that affect the WHS community.
 4. Student Climate—This committee shall be responsible for, but not limited to, assessing student perceptions of the school and school life in general, and determining how to improve student involvement in all school activities and affairs (as is appropriate).
 5. Staff Enhancement —This committee shall be responsible for promoting collegiality among faculty and staff of Walton High School. This may include, but is not limited to:
 - investigating ways to manage or reduce staff stress and work load, including alternative processes, procedures, and reward structures; and making recommendations concerning same to the WGC; and
 - promoting school-wide hospitality, staff workday breakfasts, the holiday party, staff notes and birthday notes in the faculty newsletter, and the end of the year B-B-Q.
 6. Facilities—This committee shall be responsible for serving as a liaison between parents, faculty and staff, and the WFF with the administration for maintaining and upgrading the physical environment of WHS.
 7. Goals and Assessment—This committee shall be responsible for implementing, monitoring, and reporting on the progress of the school towards the charter goals. The WGC will inform all stakeholders, including the state and local school systems, of the progress.
 8. Technology— This committee shall be responsible for, but not limited to, working with teachers to identify areas of technological need. They shall prioritize and implement a plan to address these areas.

VI. COUNCIL PROCEDURES

- A. Proceedings of the WGC shall be conducted to encourage the free exchange of ideas and the efficient consideration of business. The council parliamentary, according to *Robert's*, shall settle unresolved procedural disputes.
- B. Two-thirds of the voting members must be present for a quorum.
- C. No official business may be conducted without a quorum. Discussion may take place, but no motions or resolutions may be voted upon without a quorum.
- D. A two-thirds majority is required to pass non-procedural motions or resolutions. A simple majority may pass procedural motions or resolutions, i.e., to table a motion, except as noted in *Robert's*.
- E. The principal shall have the right to veto any non-procedural motion or resolution passed by the WGC.
- F. The WGC shall have the right to override such a veto with 90 percent of voting members present agreeing to such an override (quorum required). The percentage will be rounded up to the nearest whole number.
- G. Any member or non-member may present issues before the council by means of one week's advance notice, in writing, to the principal or council chairperson, who shall place the issue on the agenda for the next meeting.

VII. COUNCIL SCHEDULE

The WGC shall hold one general business meeting per month. The chairperson, with a simple majority in agreement, may call additional meetings, as he / she deems necessary. The WGC shall determine the dates and times of their meetings.

Good Faith: The WGC is the duly elected body designed and intended to represent the entire WHS community.

**GEORGE WALTON COMPREHENSIVE HIGH SCHOOL
GOVERNANCE DESIGN
2002 - 2008**

Walton Governance Council

22 Voting Members

3 Business / Community	2 Walton Facilities Foundation
3 PTSA	2 Students
1 Non-Certified Staff	2 Administration
9 Faculty / Certified Staff	

8 Advisory Members

Curriculum & Instruction	Staff Enhancement
Discipline & Attendance	Student Climate
Technology	Professional Learning
Facilities	Goals & Assessment

George Walton Comprehensive High School Charter School Renewal Petition – Critical Study Process

Walton believes that a critical self-study process is a component of the continuing school improvement plan. For Walton High School's continued success, it is imperative to have and assess operative programs. Walton has been a successful and innovative leader in education. Renewal of school climate is vital as the school addresses the dynamics of change. This is requisite for meeting the academic and societal requirements of the twenty-first century student. The charter school renewal study process has included an intensive self-study involving all components of the Walton learning community, which include:

Parents:

Parents were asked to complete an evaluation communicating their perceptions of Walton. This survey, generated by a parent committee, addressed several areas: perception of academic programs, including curricula; special services available; and individual departmental evaluations; extracurricular and leadership opportunities; use of community resources; and perception of their student's social experiences. A parent committee tabulated the results of the survey. Throughout the initial charter school proposal development and this renewal process, parents have been involved at all levels: internally as part of the committee for development, and externally as respondents to the parent survey. The charter proposal was presented to the community via three charter school renewal information meetings during the week of April 23 – 27, 2007.

Faculty:

The faculty has been involved in curricular discussions to enable the generation of the most appropriate school improvement plan. This has included surveys on school beliefs and attitudes as well as an evaluation of the current school improvement plan and the charter renewal petition. A county-mandated school climate survey was administered. As part of the charter renewal process and the school's SACS interim study, departments developed performance indicators aligned with NSSE guidelines. The faculty has been involved both internally and externally as stakeholders in the charter school renewal process. Individual faculty members have worked on the charter renewal steering committee. The entire faculty has been involved as a voting instrument: for approval of the decisions of the charter renewal committee proposals, and as part of the final approval vote for the faculty. The school and departmental goals will be reviewed and developed or enhanced each year as part of the continuous school improvement process, and will be outlined in the annual charter report. Please refer to Appendix F-p. 85 for county-mandated school climate survey (appendix is included for informational purposes only, and is not intended to be incorporated into this contract).

Students:

Students have also been involved both internally and externally in the renewal process. Students are represented on the WGC as well as on the Charter Renewal Committee.

Conclusion:

All stakeholders are encouraged to be involved in the ongoing school improvement process, including research, evaluation, and possible implementation that continues to address the following:

- Identification and instruction in methods and techniques for effective classroom instruction
- Evaluation and improvement of the current curriculum
- Evaluation and design of appropriate assessment instruments
- Application for grants to expand technology and improve classroom instruction

Realizing that communication is an essential element of any exemplary school, the Walton Governance Council will provide both internal and external channels for communication. The ultimate goal is the total community involvement in the development, dissemination, and implementation of innovative ideas, programs, and / or any necessary revisions to the charter. The development of the Walton High School charter school annual report will provide the opportunity for assessment, evaluation, and possibly the revision of charter school goals and performance indicators.

George Walton Comprehensive High School Charter School Renewal Petition – Organization for Learning

The Walton community strives to educate the whole student for present and future success. Academics, as well as vocational and technical education, are strongly emphasized, and are based on the Georgia Performance Standards Cobb County School District course guides, and the College Board Vertical Team and Advanced Placement programs. An appreciation for health, personal fitness, and the fine arts is encouraged along with civic responsibility. It is Walton's goal that, upon matriculation, Walton students be prepared for the transition to the work force, technical institutions, or colleges and universities. The renewal of Walton's charter will enable Walton to continue the innovative leadership in academic excellence that has become our benchmark.

Walton is fortunate in that its population has a significant number of students who take an active role in their education. The school is annually represented by students who achieve at very high levels: class SAT scores average 200 points above the national level; several students have posted perfect SAT scores; and there is significant representation among National Merit Finalists and Scholars. Walton provides a challenging scholastic program for these academically talented students. Concern for the average student in such an academically rigorous program led to the development of a target goal for this student. The self-study and critical assessment performed for the original charter indicated that while the needs of students at extreme ends of the academic spectrum were being addressed, the needs of the average student were not being fully met. Walton continues to differentiate the learning opportunities to meet the needs of these students.

Through the implementation of the original charter, Walton addressed the needs of the average student by expanding summer reading programs, adding information sessions for parents, initiating summer remedial tutorial sessions, sustaining the individual support during WEB, and providing lunchroom study halls. Beginning in the Fall 2006, Walton identified all freshmen who, at the end of the first six-week grading period, have earned a 73 or lower in any of their classes. These students have been required to stay for remediation during WEB until they no longer have less than a 74.

Walton's goal as a charter school is to address the specific needs of and strengthen the curriculum for all students. The Special Education Department of Walton High School will formulate an Individualized Education Program to meet the needs of all students with established disabilities. Walton will supply other state and federally mandated services, with the understanding that from time to time a child's individual needs may necessitate that the Cobb County School District provide services at off site locations. This determination will continue to comply with policies and procedures set forth by the Cobb County School District. Special Education teachers will assist classroom teachers, monitor student progress, and implement modifications required by the IEP for students with established disabilities. In addition, Walton will provide ongoing support for teachers who serve gifted students in mixed ability classrooms. This includes

professional learning in characteristics of gifted students and differentiated instructional strategies which are used to effectively meet the needs of over 800 gifted students in the Walton population.

To achieve this goal, the following organization for learning will be followed:

Staffing

Students will be taught by individuals who are certified by the Georgia Professional Standards Commission. Employee recruitment procedures, hiring practices, and compensation will be determined by the Cobb County School District. The Cobb County School District will provide that all personnel employed by Walton High School shall be fingerprinted and have a criminal record check prior to employment.

The allotment for Walton staff will continue to be determined by the county formula. In order to maintain and improve upon the rigorous standards established at Walton High School in the original charter, Walton's administration shall utilize the allotted positions to effectively and flexibly implement an instructional program that continues to meet the needs of students and support the high level of instruction established as a standard at Walton High School.

Student Behavior Code:

Rules and procedures concerning student discipline, dismissal, and student code of conduct will comply with Cobb County School District policies (refer to Cobb County School District policies: JD, Student Discipline, JGFC, Dismissal Precautions, JDCA, Student Behavior Code, and the Walton High School Student Handbook).

Curriculum and Instruction

Walton will continue to offer a comprehensive academic program. Core subjects will be offered at various levels of difficulty to accommodate differing student abilities. The **ARGUS** scheduling program used by Walton is designed to schedule courses based on meeting the curricular needs of the majority of students. Classes will continue to be provided at different levels to address abilities ranging from self-contained special education classes, remedial programs, 3-level, on-level, and honors classes to Advanced Placement offerings. The differences in the courses will be in the depth of coverage and the teaching strategies used. Professional learning opportunities will enhance and improve instructional techniques. According to local and state graduation requirements, students will choose programs for achieving the technical / career and / or college-prep diplomas. Mobility between academic levels is encouraged and is based on classroom performance, teacher recommendation, or parent request.

School-focused staff development funds have allowed Walton to develop and implement a new teachers' institute in addition to county allotted days for new teacher orientation. This site-based institute allows teachers new to Walton to participate in training and

orientation; moreover, it affords them more time to prepare for the year prior to regularly scheduled pre-planning days. Experienced Walton teachers orient new teachers to the high level of expectations of the curricula and familiarize them with the teaching strategies that are successful with Walton students. In this current charter renewal, the request for a continued waiver of currently allotted staff development funds will permit the continuation of this program, as well as the enhancement of on-site professional learning opportunities that directly support curriculum and instruction.

Recognizing that colleges, universities, corporations, and industry require the use of the most current technologies, Walton is committed to incorporating technology that parallels this use early in students' high school careers. Teachers use online communication tools, smart boards, and laptops to support the rigorous curriculum that is a hallmark of Walton High School. All Career-Technology programs have industry-standard accreditation ensuring students are well prepared to continue advanced study in their career areas. Walton's implementation of the pre-engineering program has allowed students access skills used in Georgia Tech's introductory engineering courses. Walton strives to prepare students through the use of current technologies to have the ability to use yet to be developed technologies to solve problems that have yet to be identified. Development in technology is a requirement for teachers and students. Because these informational and technological skills are necessary for success, teachers are encouraged to use multiple forms of instructional technology in the classroom and to involve students in the use of such technology. Through charter funds, Walton provided local *InTech* staff development to teachers. Walton will continue to facilitate teacher training in various areas of technology for students interested in those fields.

Walton recognizes the need for academic continuity. Programs for vertical teaming have been developed. This program provides for articulation between middle and high school teachers in an effort to assure a seamless curriculum from grades six through twelve. These efforts in core curricular areas assure that the education received by Walton students meets or exceeds local, state, and national requirements. Walton has applied the principles of vertical teaming beyond high school in order to assure a seamless transition between high school and college programs. Walton's career tech teachers work closely with two-year technical schools and businesses in the area to ensure Walton students are well-prepared to assume the responsibilities of their chosen field or area of study.

Through active participation with The College Board, Walton has implemented many programs developed by The College Board and other member high schools that have allowed Walton High School to provide its students with the best preparation for the transition to college. Some of these programs have included: extensive use of The Summary of Answers of PSAT, College Board Vertical Teaming Model, expansion of the AP program, continued staff development for honors and AP teachers, and attendance at The College Board National Forum by administration, guidance counselors and faculty. Walton students are recognized by many admissions officers at colleges and universities across the nation not only because of Walton's reputation but also because of Walton's active participation in The College Board. Walton has taken the initiative to

establish an active school relationship with The College Board to benefit Walton students.

In 1995 Walton implemented the Morning Tuition School (MATS) and Walton Enrichment Block (WEB) programs. These programs, developed in response to funding and time constraints, recognize the needs of students for schedule flexibility. To provide this needed flexibility for scheduling classes, students now have the opportunity to pursue additional credit by enrolling in classes offered through the MATS program. WEB is an abbreviated student schedule providing an enrichment block of time on five-day weeks. This block allows technology training for both teachers and students, interdisciplinary articulation, student group work, student work in computer labs, student and teacher participation in shared decision-making, and peer and teacher tutoring. Students also have the opportunity on WEBs to complete such activities as local college visits, community service, research, and career shadowing.

Scheduling and Use of Time

The traditional seven-period day will be the foundation for the schedule used at Walton. Students will be enrolled in six classes and assigned one period for lunch. Walton will combine several different strategies to offer flexible scheduling to meet the needs of students and teachers. Some strategies are as follows:

- Requirement of Freshmen with indicated deficiencies in English skills to take two English classes: one class for general instruction and one class specifically designed to remediate, reinforce and improve their skills
- Walton Enrichment Block
- Morning or Afternoon Tuition School
- Independent Study as defined by the Cobb County Board of Education policy
- Continued use of the ARGUS scheduling program, which schedules the course requests of the vast majority of students without conflicts
- Scheduling of band, orchestra, and chorus periods before or after lunch to give flexibility to practice sessions
- Flexible scheduling allows some students to complete required courses and finish an hour early
- Levels of instruction
- Scheduling and use of time

Grades, Credits, Promotion, and Graduation Requirements

Walton will continue to meet or exceed the Cobb County Board of Education policy for grading, credit, and graduation requirements (refer to Cobb County School Board Policy IHF, Graduation Requirements)

Walton will adhere to the following guidelines for placement in homerooms:

- **Five** Carnegie units earned for placement in the **10th** grade homeroom.
- **Ten** Carnegie units earned for placement in the **11th** grade homeroom.
(Beginning with the Class of 2000)
- **Fifteen** Carnegie units earned for placement in the **12th** grade homeroom.
(Sixteen units may be required to reflect the increase in graduation requirements.)

Students may earn College Prep, College Prep with Distinction, Career Tech, or Career Tech with Distinction diplomas. Some students may also qualify to earn an Advanced Placement diploma.

Students not earning the required units will be retained. The **FOCUS** student information system will continue to be used to maintain transcripts, grades, and attendance. This system has effectively allowed students and parents to monitor students' progress in current classes via the World Wide Web. Transcripts, attendance, and status reports may also be checked via the World Wide Web. The **FOCUS** program allows teachers, counselors, and administrators ready access to student information. Walton considers the continued use of this program a necessary and integral component to facilitate communication between the school and the home. **ARGUS** allows the creation of a schedule designed to meet the curriculum needs of the majority of students at Walton. Please refer to Appendix H for a more complete listing of current functions and site statistics (appendix is included for informational purposes only, and is not intended to be incorporated into this contract).

Assessment

Assessment will continue to be a constant and on-going process at Walton. By the end of this five year charter, Walton will demonstrate continued progress in student achievement which will be measured using the following criteria:

- 100 percent of Walton sophomores will participate in the PSAT.
- At least 97 percent of Walton students will participate in the SAT I.
- Walton will continue to increase the participation in Advanced Placement classes.
- Walton will score in the top 5 percent or higher of high schools, statewide, taking end of course tests.

To review and improve the curriculum, the following processes will be used:

- Walton will continue membership and active involvement in the College Board.
- Content area teachers will review available texts prior to new textbook adoption.
- Teachers will participate in local, regional, and national forums and conferences.
- Departments will review and revise the curriculum.
- Walton will review standardized test scores to disseminate information in order to monitor progress towards the achievement of school-wide goals.

- Walton will analyze items from local, state, and national tests to be used to identify areas of need or improvement.
- Administration and Guidance will engage in articulation with postsecondary institutions to indicate designated areas of success or areas for skills improvement.
- Walton has established vertical teaming in Math and English.
- Walton will expand upon vertical teams with feeder middle schools in selected curriculum areas.
- Within departments, Walton has established vertical teams.
- Walton teachers will continue to develop and expand cross-curricular instruction.
- Administration will continue to review student failures.
- Department heads will review grade profiles at the end of each semester in each course offered.

Professional Learning

Walton recognizes that teachers benefit from continuous professional learning. Walton's waiver request for staff development funds will allow the school to expand and improve professional learning opportunities for Walton teachers. Walton believes that ongoing professional growth is a requisite component for continued school improvement. Target areas will include training in the following areas:

- Collaborative Peer Coaching to improve instruction
- Technology integration in the classroom and instruction
- Teaching strategies and the high standards of Walton High School
- Recognizing cultural diversity in an ever-changing global community
- General reading and writing strategies in specific content areas
- Research-based strategies and techniques for teaching
- Content-specific staff development and in-service opportunities

George Walton Comprehensive High School Charter School Renewal Petition - Plan for Collaboration

Community involvement and collaboration of faculty and staff, parents, students, the business community, and the local board of education is deemed absolutely necessary for a successful charter school. The Charter Renewal Steering Committee has involved representatives from each stakeholder group.

The following timeline illustrates and documents the opportunities for collaboration and involvement during the Charter School Renewal Petition development. The proposed governance structure continues this involvement from the school community.

	Faculty approval for development of charter renewal petition
	Participation by principal and designated faculty in conferences for evaluating overall school improvement plan
	Formation of steering committee for Charter Renewal Petition
	Meeting of charter renewal steering committee with Georgia Public Policy Foundation and Georgia Charter Schools Association to investigate implications of new charter law
	“Rethinking High Schools in America” conference attended by principal and designated faculty
	Faculty surveys on current charter goals and objectives
	Mailing of Walton Parent Survey; tabulation and interpretation of results
	School Improvement Plan Conference for tabulation and interpretation of Faculty Surveys
	Weekly meetings for charter renewal research and information dissemination
	Faculty workshop on development of department specific goals and performance indicators
	Final preparation of charter revisions through WGC committees
	Presentation of draft charter document sections to charter renewal steering committee

	Proposed waivers distributed to parents at PTSA Open House
	Draft of Charter Renewal Petition on Walton web site
	Presentation to faculty for final approval
	Charter School Renewal town hall meetings and parent vote for approval
	Presentation of final Charter School Renewal Petition to Cobb County School Board

George Walton Comprehensive High School Charter School Renewal Petition – Accountability and Reporting Plan

Student achievement and performance will be reviewed, analyzed, and reported on a yearly basis. Departments will review and provide evidence relative to the performance indicators of their specific content areas. The departments will then develop a new focus for the upcoming school year.

Annual Evaluation of Goals and Performance Indicators

Walton's progress in meeting its goals and performance indicators will be assessed annually. Various evaluation tools will be incorporated as part of this assessment to determine actual progress and achievement. These may include:

- The School Improvement Plan (SIP)
- PSAT / SAT and other Standard Assessment Tools
- Six-week teacher reports
- Student portfolios where applicable
- Attendance statistics
- State End of Course Tests
- Armed Services Vocational Aptitude Battery (ASVAB)

Annual Report of Progress

A yearly report of progress will be provided to parents and the community, the Cobb County Board of Education, and the State Board of Education. The report will also be available through the Walton media center and the Walton website. The report will contain the following elements:

- A description of the school's goals and performance indicators
- Evidence of progress towards the school's goals and performance indicators
- Updated community demographic information
- Changes in the School Improvement Plan
- Professional Learning
- Community, business, and educational resources
- Community service and extracurricular activities
- International partnerships

A detailed list of accomplishments, honors, scholarship monies, and other information providing evidence of progress will also be made available.

In addition, included in the report will be any revisions to the terms of the school's charter deemed necessary due to results of the school's ongoing program evaluations, information contained in the yearly report, or any changes in the School Improvement Plan.

Fiscal Accountability

The regular internal auditing procedures of the Cobb County Public School System, and adherence to policies set forth in the Local School Accounting and Procedures manual will be maintained.

Report Availability

- The annual report will be submitted to the Walton community, the Cobb County Board of Education, and to the Georgia State Department of Education.
- This report will be available for public viewing in the Walton Media Center and on the Walton Home Page (<http://www.waltonhigh.org>).

George Walton Comprehensive High School Charter School Renewal Petition – Financial Plan

The proposed financial plan for the operation of George Walton Comprehensive High School as a charter school will seek to maximize the school's options in the spending of instructional, vocational, media, and technology funds allocated by the local board of education. Walton will follow all policies of the Cobb County School District, subject to any exemption requested herein.

The Per Pupil Instructional Allocation will continue to be allotted by the local board of education. In addition to those funds, Walton High School is requesting responsibility for the County Staff Development Fair Share funds for site-specific staff development. Walton High School is also requesting through a waiver in the Charter Renewal Petition the responsibility for the allocated staff development monies based on state formulas to be distributed directly to Walton High School (refer to exemption VI).

Funding accountability and control will be maintained through the continued utilization of the existing Cobb County Board of Education's purchase order policy. Please refer to the Cobb County School District school budget, located at:

<http://www.cobbk12.org/~ccsd/COPage/financial.htm>

George Walton Comprehensive High School Charter School Renewal Petition - Exemptions

The following requests for exemption do not undermine the intent of any current state or local rules, policies, or procedures:

- I.** Pursuant to State Board of Education Rule §60-4-9-.04 (5) Charter School Petition Requirements, Walton requests exemption from O.C.G.A. §20-2-85, and shall instead elect to utilize a board, the **Walton Governance Council** (hereinafter referred to as the **WGC**), other than a local school council. The governance council, by virtue of its larger membership and more diverse makeup, provides for more democratic representation of all stakeholders (defined as students, parents, administration, faculty, staff, civic leaders, business community, Cobb County School Board, and Partners in Education) of Walton High School. The Walton Governance Council shall be subject to the provisions of OCGA §50-14-1 *et seq.* and OCGA §50-18-70 *et seq.*

Impact on Local Policy and / or State Policy:

Walton recognizes that the School Council model seeks to improve the communication and participation of parents in the management and operation of local schools. However, because of its purpose and composition, Walton believes that the WGC will continue to increase the impact of administration, faculty, staff, students, and community input into the decision-making process.

Impact / Outcome:

Walton wishes to increase and broaden participation by all stakeholders. The WGC is representative of each stakeholder's interests, in that it gives a voice to students, parents, civic leaders, the business community, administration, faculty, staff, and Partners in Education.

Source of Funding:

None required. Service on the WGC is elected and voluntary.

Measurement:

Walton will periodically collect data to chart increased participation by current members of the WGC for the duration of the charter. (Goals I, II, and III, beginning page 13).

- II.** Walton shall continue the utilization of the FOCUS program as the school's primary student information system. The functionality of Walton High School's student information system provides indispensable intra-school and home-school communication that meets the established high standards of excellence of all Walton stakeholders. The system allows Walton to extract immediate and accurate data for ongoing analysis of student performance at the local level. This has proven to be an effective and integral component of Walton's school improvement plan. (Refer to appendix H for sample reports and applications of Walton's current student information system; appendix is included for informational purposes only and is not intended to be incorporated into this contract).

Impact on Local Policy and / or State Policy:

Walton will continue to provide all data required in the file layout provided by the District and necessary to comply with the data elements and their associated descriptions, types and values, and layout required by Request for Proposal GTA 000017, issued by Georgia Technology Authority on behalf of the State Data and Research Center for mandatory reporting of student information pursuant to Georgia's A+ Education Reform Act of 2000. Walton will provide this data in the same time frame and the file layouts provided by the District at no cost to the District. The importation into the District's student information system will be the responsibility of the District until the procedures are established and tested so that the importation can be made through the county server located at Walton.

Impact or Outcome:

The functionality afforded to Walton students, parents and teachers through the FOCUS Student Information System will continue to facilitate accessibility to student information that is essential for evaluation of student placement, performance and progress. Ongoing access to this information will continue to allow parents, teachers, and students to work together for the continued success of students. It also affords the school the essential tools for continued school improvement. Students and parents have their current grade in each class at all times with a date stamp on the grade. Students and parents have the grade of all evaluation items and how each impacts the total grade at all times. Students make better decisions concerning preparation for each class. Parents guide students to make better decisions. Counselors have information about the student's performance for all years of high school to counsel about decisions in high school, as well as post-secondary goals. Teachers and counselors have access to each student's current grade in all classes, thus enabling communication among teachers and with parents for the purpose of academic strategies for improvement. FOCUS allows Walton to remain responsive to student academic needs and enables counselors to provide flexible scheduling for students with specific scheduling needs.

Source of Funding:

Walton will continue to fund the current FOCUS student information system program locally as well as all costs of providing the data required by Request for Proposal GTA 000017, issued by Georgia Technology Authority on behalf of the State Data and

Research Center for mandatory reporting of student information pursuant to Georgia's A+ Education Reform Act of 2000 and in the file lay-outs and elements provided to Walton by the District at no costs to the District. The importation into the District's student information system will be the responsibility of the District until the procedures are established and tested so that the importation can be made through the county server located at Walton.

Measurement:

1. Because students and parents have access to real-time information regarding their standing in each class, including evaluation of specific grade items, they are better prepared to make wise decisions regarding remedial tutoring, when needed. Walton will use course grades of 2002–2003 as baseline data and will decrease the number of students with a semester GPA of 2.0 or below.
2. Correct identification of students needing academic support
 - a. Freshman 9th graders with less than 74
 - b. Gifted students in on-level classes
 - c. Tracking grades of students in gifted program
 - d. Obtain grade and class information needed to support any improvement goals that Walton initiates.

- III.** Walton requests continued exemption from State Rule 160-5-1-.02, paragraph (2)(d): *any grade 6-12 shall not have less than a daily average of five and one-half hours (330 minutes) of instructional time based on a one hundred and eighty day school year.* This provides flexibility in scheduling and use of time in the school setting.

Impact on Local Policy and / or State Policy:

This option may result in a daily schedule different from other high schools in the county. State and County requirements for graduation will continue to be met. This will not affect the number of instructional hours required for completion of Carnegie units.

Impact / Outcome:

This option will allow the continuance of the current charter's seven-period schedule per the community support in response to the Parent Survey and data collected on student use of Walton Enrichment Block (WEB) time. The Morning/Afternoon Tuition School and Walton Enrichment Block programs will continue as long as parent support demands them. Please refer to Appendix G for student WEB survey results (appendix is included for informational purposes only, and is not intended to be incorporated into this contract). WEB allows a specific time throughout the school year for teachers to meet with students to provide an opportunity for additional academic help, for makeup tests/quizzes or science labs, for small group study or instruction, for research opportunities, for SAT preparation, or for remediation for standardized tests. Students have the opportunity on WEBs to attend such activities as cultural field trips, guest speaker lectures, ADAP, college visits, community service, career shadowing, doctor's appointments, and instrument lessons so students do not miss instructional time. WEB is designed to help students learn to make wise decisions about time management and responsibility. WEB continues to be a day when teachers work as hard as, or harder than, they would normally work during a regular schedule because of the number of students coming to them for individualized assistance. For students, WEB participation will result in opportunities for increased student achievement, improved decision-making skills, and increased service learning.

Source of Funding:

There is no expected change in the source of funding; regularly allocated funds, supplemented by local funding, if necessary, shall be used. Walton will fund MATS locally.

Measurement:

Participation in WEB, documented by teacher logs, indicates community demand and support.

- IV.** Walton requests continued flexibility in choosing, developing, and implementing the curriculum and assessment tools that better meet the needs of Walton students. This flexibility includes the options to offer zero and/or eighth period classes for tuition or as part of a flexible schedule and courses that offer combined instructional models (traditional and distance in combination). Allotment for Walton will continue to be determined by the county formula. Walton's administration shall deploy the allotted positions to effectively and flexibly implement the instructional program. Walton understands that the authority and responsibility for designing and implementing the educational programs of the high school are subject to the conditions of this charter and are consistent with state law, including all requirements regarding state content standards.

Impact on Local Policy and or State Policy:

Walton will continue to meet all required county and state guidelines for Georgia Performance Standards and to administer mandated local and state assessments. Appropriate and relevant assessment tools will be determined and used to evaluate the curriculum. All SACS requirements will be met in utilization of personnel.

Impact / Outcome:

The opportunity to offer an enhanced/extended curriculum will allow Walton to meet the specific needs of Walton's student population and to support the high level of instruction established as a standard at Walton High School. Flexibility in curriculum provides an opportunity for students lacking requisite skills in core academic areas to remediate and then to accelerate their course work in order to meet college admissions requirements. In addition, it provides options for advanced students to take additional AP courses.

Source of Funding:

Regularly allocated county monies supplemented by local funding, if necessary, shall be used.

Measurement:

Participation in WEB and enrollment in flexible schedules indicate community demand and support.

- V. Walton requests the continued option to control textbook adoption monies during the adoption years in order to meet the needs of the varied levels of students by coordinating the curriculum to the students' abilities and needs. Should the local choice of texts differ from that of the County Adoption Committees, the monies would be directed to Walton to fund materials specifically chosen to meet the needs of the school population. Walton recognizes that textbooks are a resource, and that content area supervisors provide insight into the process of selecting texts other than what the county adopts. The intent of this waiver is to best serve and challenge students. Textbooks serve as roadmaps that help navigate students through a curriculum and are not intended to serve as the curriculum itself. This option will only be exercised when a department determines that the county adoption does not best meet the needs of Walton students.

Impact on Local Policy and / or State Policy:

Presently, countywide curriculum-specific committees make textbook adoption decisions. Once a decision is made, all schools must comply with the decision. Continued availability of this choice would allow Walton to have the option of compliance with the county adoption or the flexibility to determine the texts most appropriate for the school.

Impact / Outcome:

This option allows the choice of textbooks and alternative materials that provide sufficient academic challenge.

Source of Funding:

Regularly allocated county textbook funds shall be used and supplemented by local funds, if necessary.

Measurement:

The WGC Goals and Assessments Committee will keep a log of the number of times the school uses this option, the number of students served through the use of alternative materials, and a list of the materials used by our benchmark schools (Adlai Stevenson, New Trier High School) in similar courses when the texts differ from the county adoption. A baseline will be established in the courses where Walton exercises textbook options during the academic year 2002– 2003. In the courses that utilize this option, Walton will maintain or increase participation in and the successful completion of the courses (Goals I and II [pp.13-15])

- VI.** In order to provide relevant site-specific, professional learning opportunities that directly support school-wide initiatives and charter goals, Walton requests a waiver in the county distribution of state staff development funds to the local school. Walton requests that state allocated staff development monies be allotted directly to Walton based on state formulas for distribution of these funds. These monies will be used to fund Walton's commitment to continuous learning for faculty to benefit student achievement. Current educational research continues to support these types of local school initiatives. In *Quest for Continual Growth Takes Root* (JSD, Spring, 2006), the authors state that "the process of continual improvement through professional learning begins with teachers taking the lead to identify student needs." Professional learning opportunities at Walton will be designed to help teachers identify and meet these specific needs.

Impact on Local Policy and / or State Policy:

Walton will receive its full complement of state funds with the knowledge that participation in any county planned staff development opportunities may result in tuition being charged to Walton. To aid in vertical teaming and articulation between middle school and high schools, Walton may continue to use these funds to include faculty from feeder schools in professional learning opportunities.

Impact / Outcome:

This exemption will permit a more unified, charter-focused approach to continued school improvement efforts while increasing life-long learning opportunities for faculty on campus and directly related to NSSE performance standards highlighted throughout the charter. A special emphasis will be placed on encouraging college-prep and special education teachers to earn the gifted endorsement to ensure the use of differentiation and other gifted strategies in the classroom to help develop the thinking and reasoning skills of all Walton students.

Source of Funding:

State allocated staff development funds would be expended based on annual school goals directly impacting achievement of annual charter goals.

Measurement:

Teachers will participate in Collaborative Peer Coaching to encourage the most effective classroom instruction focused on the Georgia Performance Standards. All teachers new to Walton will be invited to attend the New to Walton Institute, and they will receive support throughout the year through a series of Lunch & Learns. Faculty and school leaders will continue to participate in professional learning opportunities that may include College Board AP Institutes, NSDC Annual Conference, and on-site presentations by national consultants. Two-thirds of all faculty (66.6%) teaching AP and Honors classes will hold their gifted endorsement in-field.

VII. DRAFT – WAIVER: EVALUATION INSTRUMENT

Pursuant to GA code Education Title 20 Section 20-2-210 a, b2 relating to teacher evaluations, Walton requests permission to expand the evaluation model to include a collaborative growth model.

Impact on Policy:

Walton will continue to use the county evaluation instrument to identify areas for needed improvement and/or areas of excellence for any teacher who would like to be evaluated in this manner. However, a collaborative growth model may be the preferred approach at Walton for continuous, focused improvement of effective teaching practice.

Impact / Outcome:

This exemption will allow many teachers the option of participating in a collaborative growth model in lieu of being evaluated by the county instrument. This model is designed to impact student learning through teacher growth from increased job embedded teacher reflection and collaboration. This option is available to:

- Teachers with 3 or more years of experience
- Teachers who have taught at Walton for at least one year
- Teachers who have met standards on previous evaluations and are not currently on a PDP
- Teachers who have been trained or are currently in training to acquire peer coaching skills

Teachers who exceed standards in any given year will be strongly encouraged to participate in the collaborative growth model for the following year.

Source of Funding:

Use of local staff development funds for necessary training in collaborative coaching skills.

Measurement:

Teacher reflection and collaboration as well as changes in teaching and learning.

VIII. EOCT Schedule Waiver

Due to the large number of Advanced Placement exams administered at Walton High School and the consequent conflicts of these exams with the Cobb County End Of Course Test (EOCT) testing schedule, Walton High School requests exemption from the Cobb County EOCT Testing Schedule and elect to be considered an independent school for administration purposes only. For reporting purposes Walton requests their data to be incorporated as part of Cobb County's data. Since the Advanced Placement schedule allows very little flexibility, Walton High School is requesting to use the state testing administration window rather than the Cobb County testing window.

Impact on Local Policy and / or State Policy:

Walton High School recognizes the importance of test integrity that a uniform schedule protects. However, Walton realizes that due to testing conflicts created by the Advanced Placement international schedule, the large number of make-up exams for EOCT challenges this integrity. Since the Advanced Placement schedule allows very little flexibility, Walton High School is requesting to use the state testing administration window rather than the Cobb County testing window.

Impact / Outcome:

Walton wishes to protect the integrity of the EOCT while offering a positive environment for the students to perform well on both examinations.

Source of Funding:

None required.

Measurement:

Record the number of students who would have had conflicts with testing if Walton did not utilize the state rather than the county window for testing.

IX. Waiver to add one-half quality point to Project Lead the Way courses

Walton requests exemption from Cobb County Administrative Rule IHA, Secondary, G.1: A student's grade point average is based on quality points awarded for each grade earned. Walton proposes the addition of the existing and future courses in the Project Lead the Way curriculum to the list of courses earning an additional one-half quality point. This additional one-half quality point provides recognition of the rigor and pace of the courses in the Project Lead the Way curriculum and gives further credence to excellence. Recognition of the rigor and pace of the courses will reinforce Walton's desire for advanced students to take demanding Pre-engineering courses.

Impact on Local Policy and / or State Policy:

This request does not modify existing local policy. The request adds additional courses to the list of courses in which quality points are earned.

This request does not modify existing state policy. Current state policy allows school districts to choose the weighting method for courses.

Impact / Outcome:

Walton will recognize the high level of rigor and pace of courses offered in Project Lead the Way Pre-Engineering curriculum by awarding an additional one-half quality point. The Project Lead the Way curriculum is a national curriculum taught in over 1,300 schools in 46 states. Project Lead the Way requires individual teacher certification for each course taught and overall school certification for the program. Several of the courses use college-level textbooks. Many universities offer college credit after passing a national Project Lead the Way end of course exam. The program compares closely with the Advanced Placement program in its national curriculum, certified schools, and availability of college credit.

Source of Funding:

No funding is required.

Measurement:

Walton will become a Project Lead the Way certified school. Project Lead the Way course instructors will be certified by Project Lead the Way to teach the courses offered. Students will be required to take the Project Lead the Way end of course exams. Walton will track the number of students who pass end-of-course exams each year.

Attachments

1. Cobb County School District Administrative Rule IHA Secondary, G.1
2. Project Lead the Way High School Engineering Courses
3. Project Lead the Way National Affiliates
4. Project Lead the Way College Credit for Students
5. The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students, National Research Center on the Gifted and Talented.
<http://www.gifted.uconn.edu/nrcgt/cognard.html>.

George Walton Comprehensive High School Charter School Renewal Petition – Appendices

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APPENDIX - A

NCLB BLUE RIBBON SCHOOLS PROGRAM REPORT

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) [] Elementary [] Middle [x] High [] K-12 [x] Charter

Name of Principal Dr. Tom Higgins

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

Official School Name George Walton Comprehensive High School

(As it should appear in the official records)

School Mailing Address 1590 Bill Murdock Road

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

Marietta

Georgia

30062-5999

City

State

Zip Code+4 (9 digits total)

County Cobb

State School Code Number*

633-0175

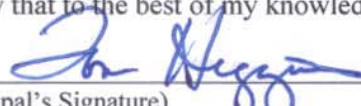
Telephone (770)578-3225

Fax (770) 578-3227

Web site/URL www.waltonhigh.org

E-mail tom.higgins@cobbk12.org

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 2-5-07

Name of Superintendent* Mr. Fred Sanderson

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

District Name Cobb County School District

Tel. (770)426-3300

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 2-5-07

Name of School Board

President/Chairperson

Mr. Lindsey Tippins

or Mrs. Betty A. Gray, Vice-Chair

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

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.


(School Board President's/Chairperson's Signature)

Date 2-6-07

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 has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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:
- | | |
|-------------|---------------------|
| <u>67</u> | Elementary schools |
| <u>24</u> | Middle schools |
| <u> </u> | Junior high schools |
| <u>15</u> | High schools |
| <u>7</u> | Other |
| <u>113</u> | TOTAL |

2. District Per Pupil Expenditure: \$6648

Average State Per Pupil Expenditure: \$6818

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

Source: FTE Report

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	348	330	678
2				10	329	314	643
3				11	348	316	664
4				12	314	309	623
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2608

6. Racial/ethnic composition of the school:
- | | |
|-------------|----------------------------------|
| <u>79</u> | % White |
| <u>4</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>15</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	39
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	60
(3)	Total of all transferred students [sum of rows (1) and (2)]	99
(4)	Total number of students in the school as of October 1	2600
(5)	Total transferred students in row (3) divided by total students in row (4)	.0381
(6)	Amount in row (5) multiplied by 100	3.81

8. Limited English Proficient students in the school: 1%
35 Total Number Limited English Proficient
 Number of languages represented: 10
 Specify languages: Arabic, Chinese, Indian, Italian, Japanese, Korean, Persian, Spanish, Thai, Turkish
9. Students eligible for free/reduced-priced meals: 2%
 Total number students who qualify: 61

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 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: 10 % Source: FTE Report
253 Total Number of Students Served

Indicate below the number of Students with Disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>105</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>116</u> Specific Learning Disability
<u>14</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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>7</u>	<u>2</u>
Classroom teachers	<u>121</u>	<u>15</u>
Special resource teachers/specialists	<u>29</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>12</u>	<u>3</u>
Total number	<u>174</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	95 %	95 %	94 %
Daily teacher attendance	96 %	96 %	96 %	96 %	95 %
Teacher turnover rate	9 %	6 %	8 %	6 %	31 %
Student dropout rate (middle/high)	1 %	1 %	2 %	2 %	N/A
Student drop-off rate (high school)	2 %	2 %	2 %	2 %	2 %

14. Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	573
Enrolled in a 4-year college or university	95 %
Enrolled in a community college	3 %
Enrolled in vocational training	1 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	1 %
Total	100 %

Summary

Established in 1975 as a part of Cobb County Public Schools, Walton High School currently serves a student body of over 2600. In 1983 Walton received its first significant recognition when it was named a National Blue Ribbon School of Excellence. Walton's motto is *In Pursuit of Excellence*. We believe that excellence is constantly striving to better meet the needs of all students. Therefore, in 1995 the school successfully pursued a waiver with the state to increase the flexible time available in an effort to individualize services for our students and the community. In 1998, our petition to convert to charter status was approved by the district and the state. Charter status is only achieved if a school can demonstrate a commitment to a high level of accountability and parent/community involvement through increased flexibility. The charter was successfully renewed in 2002.

As a result of this drive toward excellence, Walton has continued to receive recognition from the state and from national publications such as *US News and World Report* and *Newsweek*. Our mission is to "educate students who are well prepared to meet the challenges of their post-secondary goals." Currently over 50 % of Walton seniors participate in our Advanced Placement (AP) program. Last year almost 800 students in grades 9-12 took over 1800 AP exams by participating in 31 AP courses offered by the school.

Compared to the student body of 2001, last year's students enrolled in AP courses at twice the rate and took 1000 more exams with slightly higher test scores. Students now understand more clearly the connection between participation in a rigorous curriculum in high school and success at the college of their choice. Because over 95 percent of our seniors enroll in four year colleges immediately after graduation, between 99-100 percent of seniors take the SAT. Before the test format changed for the class of 2006, the scores from year to year were comparable. The class of 2005 posted the highest score in the history of the school. This score represented the third time in the last four years that an increase was posted. With over 99 percent of the graduating class of 2006 taking the SAT, their combined mean score was approximately 200 points above the national average.

Walton is committed to personalizing the educational environment. Students are enrolled in six courses each semester and follow a seven period bell schedule that allows them a full period for lunch. During the lunch period, students have access to the media center and to their counselors. Advisement, held daily, provides a time when students meet with their advisors who stay with the students for four years through their graduation. One feature of the charter, the Walton Enrichment Block (WEB), provides flexible time for students to seek assistance from their teachers. Students are released 23 times a year for almost two hours before the regular dismissal time. Students and their parents decide how best to use the time. The exception is for ninth graders who are struggling academically. These students are required to stay for extra help.

Nationally recognized band, orchestra, chorus, art, and drama programs provide an opportunity for over 25 percent of the student body to develop and express artistic talent. A variety of industry-certified career and technology programs effectively complement the academic offerings. Students have a wide array of choices for athletic participation. Walton offers 23 varsity sports which have won over forty state championships. Over fifty clubs and organizations help teach social responsibility through community service. Students who contribute time to community service are recognized at graduation and also qualify for scholarships provided by the school. Walton students have helped build eleven houses through our Habitat for Humanity club, and last year alone raised over \$30,000 for Relay for Life.

Partly as a result of the charter, Walton has a high level of parent involvement. The governing body for the charter, the Walton Governance Council (WGC), is comprised of 22 voting members and eight advisory members. In the renewal of the charter in 2002, parent participation was greatly expanded. Ten of the 22 voting members represent students, parents, and community. Parent and community involvement is also enhanced through a very active PTSA, a foundation, and booster clubs for academics, athletics, and fine arts.

Assessment Results

As part of the statewide testing program, 11th grade students are administered the Georgia High School Graduation Test (GHS GT) each spring. They are tested in four subject areas – English/Language Arts, Mathematics, Social Studies, and Science. Each section, or subject area, must be passed to earn a Georgia high school diploma. Scores range from 400-600, with a scale score of 500 designating passing. Students have four opportunities to pass each section of the test before graduation.

Walton's performance on the GHS GT can be viewed at two different web sites which are also listed on the tables (Part VII-Assessment Results). Since the English/Language Arts and the Mathematics sections serve as the state's accountability measure for Adequate Yearly Progress (AYP), these results are analyzed. The sources for these results can be found at:

<http://public.doe.k12.ga.us/ayp2006/overview.asp?SchoolID=633-0175-g-8-0-0-0-0-0-0-0-0> and
<http://reportcard2006.gaosa.org/k12/reports.aaspX?ID=633:175&TestKey=HS&TestType=qcc>

The analysis of data reveals that Walton 11th graders compare favorably to the performance of the state, district, or similar schools. This fact has been recognized by the Governor's Office of Student Achievement (OSA), which awarded Walton High School the Platinum Award for High Percentage of Students Meeting Standards based on the 2005-2006 State Report Card data. In order to receive the award, schools must have made AYP for three consecutive years and have had a minimum of 35 percent of students exceeding standards and at least 98 percent of students meeting and exceeding standards. Six high schools in the state received the award for 2005-2006. Four of those were magnet schools.

In reviewing the GHS GT results, it becomes apparent that students in the regular education program perform very well. Walton was one of three district high schools with 100 percent of students passing both the English/Language Arts and Mathematics tests. (Refer to district's report at http://www.cobbk12.org/news/2006/20060524_GradTestScores.htm). Walton juniors in the regular education program have achieved a 100 percent pass rate for four straight years for both tests. The benchmarks for Pass Plus scores are above a scale score of 537 in English/Language Arts and greater than 534 for Mathematics. Of the regular education program students taking the test, 93 percent achieved this distinction for English/Language Arts and for Mathematics.

Tables in Part VII have disaggregated data by subgroups. Consistent AYP subgroups each year have been White, Asian, and most often Students with Disabilities. Economically Disadvantaged, Hispanic, and Black have not been included in the state AYP analysis due to numbers below the minimum required for a

subgroup classification. However, even with the small numbers, the AYP reports provide useful data for analyzing the performance of different subgroups.

On the 2006 Mathematics test, 19 students out of the 609 students tested did not meet standards. Of these, 13 were Students with Disabilities. Examination of the AYP data from performances on the English/Language test reveals that eight students out of 609 did not meet standards, and five were Students with Disabilities. The students who did not meet standards (and are not Students with Disabilities) are represented across various other subgroups. In terms of meeting state standards, the performance of subgroups with enough data to analyze as an entity (namely White, Students with Disabilities, and Asian) has been consistently strong. In the case of latter two subgroups, there has been an improvement in their performance as measured by the GHSGT. The performance of students in subgroups with limited numbers is analyzed individually in order to provide reliable and valid information. This information is then used to guide intervention efforts.

Using Assessment Results

Walton High School utilizes a vast array of assessment data to monitor and improve both student and school performance. Student performance from the GHSGT is the first to be analyzed due to the impact these results have on graduation; however, it is rare when Walton students from any subgroup do not pass all the tests. Test data from English/Language Arts, Mathematics, Social Studies, and Science are reviewed for two purposes. First, students failing to pass the test are identified, and an intervention plan to improve performance is developed by the counselor, the graduation coach, and the special education teacher (if the student has disabilities). Second, subject area performance is analyzed to identify weaknesses in curriculum implementation. School leadership, including the department chairs, studies the data to identify which strands are the lowest. The department chair and the Associate Principal for Curriculum develop a plan focusing on the areas of the curriculum that need improved instruction.

Due to our high performance on the GHSGT, there is a definite ceiling effect. Therefore, the data for school improvement are not as useful as that gleaned from analyses of other data. Student performance from the PSAT provides great information to both students and teachers. Each fall the PSAT is administered to all sophomores, about 60 percent of freshmen, and 80 of juniors. The results are reviewed with students in English and Math classes in the winter so students see what skills and concepts need further study. The department chairs and senior leadership study PSAT results annually to evaluate curriculum implementation. Analysis of these results and performance on the state End of Course Tests, Advanced Placement exams, and the SAT also provide information that leads to establishing goals for the School Improvement Plan.

Communicating Assessment Results

An important requirement of our charter is the sharing of results. At the district level, school data are posted on the Cobb County web site and then archived. At the school level, student and school performance data are communicated in monthly meetings with both the Walton Governance Council (WGC), PTSA executive board and the Walton Facilities Foundation executive committee. Assessment results are also communicated regularly in the PTSA and Foundation newsletters. Within the last month, the principal has had the opportunity to speak about Walton's accomplishments to the East Cobb Business Association and the East Cobb Rotary Club. Parents are able to access up-to-date academic performance of their son/daughter via the school web site. Walton has provided this opportunity since 1996.

At the student level, individual reports are disseminated to students. Individual student results on the Georgia High School Graduation Test (GHSGT), the End of Course Tests (EOCT), and the PSAT are distributed during school and discussed. Furthermore, test data are continually updated on the school's profile which is an essential part of the school's improvement plan. The Walton improvement plan is posted

on the district web page. This profile provides critical data for analysis whenever improvement initiatives are developed, for example the writing of the first charter in 1998, the renewal in 2002, and the current renewal efforts. The charter steering committee (comprised of parents, students, faculty, and community members) reviews performance data to guide improvement efforts.

An example of how student performance data are used is the change made for the 2006-2007 school year requiring freshmen who are struggling academically to attend the Walton Enrichment Block (WEB). Since 1995, parents have determined whether their child was required to stay for WEB. Last spring, a committee of parents, students, and faculty reviewed freshman achievement data and decided to propose to the WGC that freshmen with one or more grades of a 73 or less would stay for WEB until performance was acceptable. This proposal was passed, and based on first semester data, the performance of these students has improved.

Sharing Success

Walton High School has shared best practices at the national, regional, state, and district level. Administrators and teacher leaders have presented at the national level on topics such as Walton's conversion charter, our climate of high expectations, and parental and community involvement in school improvement planning and daily operations. Walton was one of two schools selected for visitation when the National Association of Secondary School Principals (NASSP) met in Atlanta. Teachers are regular attendees at College Board's National Forum and the Advanced Placement National Conference. Based on contacts made at these conferences, we have visited high schools in states such as New Mexico, Texas, and Ohio to benchmark and share best practices.

At the state level, Walton has presented several times about the conversion charter program and the Advanced Placement program. Recently, Walton used a dissemination grant from the state to work with a high school and middle school from another metropolitan Atlanta district. The focus of the collaboration was on providing technical assistance to increase the participation in Advanced Placement at the other high school. Also, two administrators serve as adjunct faculty members at a regional university in the educational administration department. Teaching these classes to graduate students provides many opportunities to discuss best practices at Walton.

Locally, Walton teachers have served as teachers of district staff development courses on gifted education and on research-based instructional strategies. Sharing also takes place monthly at district meetings and the culmination of sharing best practices is the leadership conference at the end of the school year. This year Walton teachers will present our collaboration model which relies heavily on peer coaching.

Curriculum:

The state of Georgia has two diploma pathways. The College Preparatory Diploma requires four units in English and Mathematics, three units in Science and Social Studies, two units in Foreign Language, one unit in Health and Physical Education, and five units in elective areas. To qualify for a College Preparatory Diploma with Distinction students take two additional units from core courses and must graduate with a certain grade point or numeric average in core courses. A Technical/Career Diploma is also offered as well as one with distinction. Students must earn four units (three in an area of concentration) in Technical/Career Education. Approximately 68 percent of Walton graduates earn the College Prep Program with Distinction. Most of the graduates exceed this requirement by earning more units and accruing a higher grade point average (GPA). Over half of the seniors graduate with Honors, meaning their final GPA is 3.5 (out of a 4.0 scale) or above. In order to meet the educational needs of these high achieving students, Walton now offers 32 Advanced Placement (AP) courses with the addition of AP Chinese this year. Almost 40 percent of students in grades 9-12 take AP courses and almost 100 percent of these take the AP exam. Over 62% enroll in pre-AP (i.e., honors courses) to prepare for AP courses and for the college of their choice.

Students take an English class every semester during their four years. Almost every course taught qualifies students for the College Preparatory Diploma and is offered at either a regular college prep level or an advanced level. Last year students took over 240 AP exams in English Language/Composition and English Literature/Composition.

Over 30 percent of students enter their freshman year having taken the first year of high school math in a middle school for high school credit. Almost 85 percent of students have earned Algebra I credit by the completion of their sophomore year. A total of 195 AP exams were administered last year to Calculus AB and Calculus BC students, and at least one section of Multi-variable is offered to students who have completed the AP Calculus program.

Walton students usually take science each semester until graduation. Students enter the ninth grade and take a Physical Science course comprised of one semester of physics content and one semester of chemistry content. By graduation, 88 percent of students complete one Chemistry course, and 57 percent graduate with a Physics course. The Walton Enrichment Block (WEB) provides extended time for students in AP Biology, AP Chemistry, AP Physics, and AP Environmental Science courses to meet the laboratory requirements.

College preparatory and AP level courses are offered in several areas. Freshmen begin their social studies curriculum by taking a two semester course in geography. Last year 90 freshmen took the AP Human Geography exam with a pass rate of 99 percent. World History is taken the sophomore year with 97 AP exams administered last year. U.S. History, a junior course, prepared 144 students to take the AP exam. Seniors take a one-semester Government course with almost 300 AP exams taken last year.

The foreign language curriculum offers instruction in Latin, French, Spanish, and Chinese. The majority of freshmen enter having taken one year of a language in middle school. Almost 300 AP foreign language exams were administered last year to juniors and seniors. Language study is extended for French and Spanish students each year as they study for two weeks in France and Spain. Walton also participates in a partnership with a high school in Beijing, where students visit each other annually.

Fine arts programs include Art, Orchestra, Band, and Chorus. Approximately 200 students are enrolled in each music program. AP courses are offered in Music Theory, Art History, and Studio Art. Walton music students have studied and performed in Europe and extensively around the United States.

The Technical/Career Prep program offers Economics and an array of computer application and business courses, as well as technical programs in Sports Medicine, Drafting, Automotives, Computer Programming, Pre-Engineering, Mass Media, and Graphic Arts. Students took 150 AP Economics exams last year.

English Curriculum

The English curriculum is designed to meet the needs of all learners. There are two courses offered to meet the needs of students who enter ninth grade reading below grade level. Rarely does Walton receive any students reading in the lower quartile and who are not served in special education. Special education students' needs are met, in large part, through teamed classes in the regular education English curriculum. Walton has provided this collaborative effort between regular and special education teachers since the late 1970's. There are three sections of small group special education classes, and all are taught by special education teachers who are also highly qualified in English.

Apart from the two courses that target students reading below grade level and the small group class, the English curriculum is divided into regular college preparatory and advanced. Regular level prepares students to succeed in all but the more selective colleges. Advanced level courses comprise approximately one third of the English course offerings and prepare students for any college or university in the nation. Whether the course is college preparatory or advanced, they are all considered pre-Advanced Placement (AP). Pre-AP strategies are taught in all the courses. Almost 60 percent of the department is gifted endorsed. Five teachers have received AP training.

Teachers meet in horizontal and vertical teams to ensure that the curriculum is aligned with state standards and infused with pre-AP strategies. Horizontal teams (i.e., teachers of the same course) collaborate and share best practices to guarantee all students receive quality instruction. Vertical teams collaborate so that strands (e.g., literary terms, grammar, writing, literary analysis) are scaffolded in such a way that seniors achieve at the expected levels. AP Language is offered for tenth graders, American Literature for juniors, and AP Literature for seniors.

Mathematics Curriculum

Freshmen enter the mathematics curriculum at three points. Students who are not ready for a rigorous one year college prep course in Algebra are taught the first half of Algebra over an entire year and will take the second part their sophomore year. In order to provide a means of accelerating students who master the curriculum quickly, they are given an opportunity to double up in mathematics second semester of their freshman year by taking a course that prepares them to take Geometry their sophomore year. This sequence provides students the opportunity to take a math course beyond Algebra II their senior year. Students who have progressed at a regular rate through the middle school curriculum take a year long course in Algebra and progress to Geometry their sophomore year. Students who demonstrate the ability to progress rapidly in the Algebra I course are provided the opportunity to double up their sophomore year by taking Geometry and Algebra II. Accelerating students in this manner prepares them to take AP Calculus prior to graduation.

Approximately 30 percent of students enter Walton having taken either Algebra I or even Geometry in middle school. These students progress through the curriculum so that they graduate having earned units in AP Calculus AB, AP Calculus BC, or even Multi-variable. Last year 128 students took the Calculus AB exam and 67 took the BC exam. Currently there is one section of Multi-variable with 25 students.

Teachers in horizontal teams use common assessments and meet frequently to review curriculum implementation and discuss student progress. Teachers in vertical teams work to ensure that the prerequisites to the next course are being taught so that students are prepared when they advance.

Instructional Methodology

Walton teachers use a wide array of instructional strategies and methods to meet the educational needs of all students. One approach to differentiation is to vary group size. Whole class instruction is used with lecture and discussion. Students work in small cooperative groups to review and practice content. Teachers provide extra assistance in class and outside of class through tutorials. Each semester, teachers provide a schedule of at least two times a week they will be available for tutoring. Departments also post before and after school tutorials available for courses. This schedule is set up to allow students to work with teachers who are not currently teaching the student but are teaching the same course. The Walton Enrichment Block (WEB) provides an early dismissal for students to attend tutorials over twenty times a year. It also provides an opportunity for enrichment and extension of content being studied. Learning extends through the summer with required reading for all levels of English and social studies courses.

Almost 70 percent of the faculty in the core areas of English, Mathematics, Foreign Language, Science, and Social Studies hold their gifted endorsement. A cornerstone of the course is training in differentiated instruction. It is common to see teachers using strategies such as tiered assignments, or appealing to student choice/interest. One example of an effective change we are seeing in assessment is test corrections. Students are given the opportunity to use the test as a learning experience and take it again, within certain guidelines, to demonstrate mastery of the material being assessed.

Technology has tremendously impacted the range of methods being used. Currently over 85 percent of teachers use the web to post assignments, provide extra practice, and increase feedback to students and their parents. Teachers are also using video streaming and pod casting to improve presentations and provide opportunities for extra practice. The purchase of smart boards has also improved presentations, practice, and review strategies for students.

Professional Development

Designing and implementing programs to increase teacher effectiveness is a primary emphasis at Walton. Staff new to the school attend a New to Walton Institute before pre-planning activities begin. The Institute's primary goal is to orient new staff to the climate of high expectations held by veteran staff, administration, parents, and students.

When Walton sought to increase the number of students who participated in the Advanced Placement program, it was apparent that additional resources were needed. A waiver was written as part of the charter renewal process in 2002. This waiver allowed the school to keep the money for professional learning earned through the FTE count instead of having the funds go to the district.

The school then used this additional funding source to provide conference travel and training opportunities for more teachers. Walton also offers the gifted endorsement course on site. Advanced content teachers, as well as special education teachers, have learned concepts such as differentiated instruction and backward design to improve learning opportunities for all students. As a result of these training opportunities, almost 70 percent of teachers in the core academic areas hold their gifted endorsement, and student participation in the Advanced Placement program has doubled in the past five years.

Collaboration among Walton staff has a long history of producing gains in student achievement. To improve the effectiveness of the curriculum teams, a peer coaching training program is in its third year of operation. Teachers work together to develop improvement goals, provide feedback, and demonstrate improvement. This program has been so successful that a waiver in the next charter renewal will change the current model of teacher evaluation.

Walton has participated in the College Board vertical teaming program since 1995. Recently, a state grant allowed the expansion of the vertical teaming training program to include staff new to Walton and its feeder schools. Due to the waiver and the state grant, Walton is able to provide training opportunities to those teachers on an annual basis.

Assessment Results:Subject English/LA Grade 11 Test: Georgia High School Graduation Test

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES*			
% At or Above Meets State Standards	99%	99%	98%
% At Exceeds State Standards	91%	89%	90%
Number of students tested	609	595	598
Percent of total students tested	100%	99%	99%
Number of students alternatively assessed**	2	1	2
Percent of students alternatively assessed**	0%	0%	0%
SUBGROUP SCORES			
1. <u>Economically Disadvantaged*</u>			
% At or Above Meets State Standards	100%	Too few students	90%
% At Exceeds State Standards	86%	Too few students	70%
Number of Students Tested	14	Too few students	11
2. <u>Students with Disabilities*</u>			
% At or Above Meets State Standards	92%	91%	87%
% Exceeds State Standards	71%	63%	68%
Number of Students Tested	63	58	78
3. <u>Asian*</u>			
% At or Above Meets State Standards	99%	99%	98%
% Exceeds State Standards	77%	89%	91%
Number of Students Tested	87	76	56
4. <u>Black*</u>			
% At or Above Meets State Standards	88%	95%	100%
% Exceeds State Standards	77%	74%	83%
Number of Students Tested	17	19	20
5. <u>Hispanic*</u>			
% At or Above Meets State Standards	100%	No data reported	Too few students
% Exceeds State Standards	73%	No data reported	Too few students
Number of Students Tested	12	9	Too few students
6. <u>White*</u>			
% At or Above Meets State Standards	99%	99%	98%
% Exceeds State Standards	92%	89%	90%
Number of Students Tested	484	485	509

*Data taken from state AYP report:

<http://public.doe.k12.ga.us/ayp2006/overview.asp?SchoolID=633-0175-g-8-0-0-0-0-0-0-0>

** Local school data

Assessment Results

Subject: Math Grade 11 Test: Georgia High School Graduation Test

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES*			
% At or Above Meets State Standards	97%	96%	96%
% At Exceeds State Standards	93%	89%	94%
Number of students tested	609	595	598
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed**	2	1	2
Percent of students alternatively assessed**	0%	0%	0%
SUBGROUP SCORES			
1. <u>Economically Disadvantaged*</u>			
% At or Above Meets State Standards	93%	Too few students	80%
% At Exceeds State Standards	64%	Too few students	50%
Number of students tested	14	Too few students	11
2. <u>Students with Disabilities*</u>			
% At or Above Meets State Standards	79%	75%	81%
% At Exceeds State Standards	71%	56%	76%
Number of students tested	62	58	78
3. <u>Asian*</u>			
% At or Above Meets State Standards	99%	99%	98%
% Exceeds State Standards	98%	95%	96%
Number of Students Tested	87	76	56
4. <u>Black*</u>			
% At or Above Meets State Standards	82%	90%	94%
% Exceeds State Standards	59%	63%	94%
Number of Students Tested	18	19	20
5. <u>Hispanic*</u>			
% At or Above Meets State Standards	100%	Too few students	Too few students
% Exceeds State Standards	73%	Too few students	Too few students
Number of Students Tested	12	9	Too few students
6. <u>White*</u>			
% At or Above Meets State Standards	97%	96%	96%
% Exceeds State Standards	94%	90%	94%
Number of Students Tested	483	485	509

*Data taken from state AYP report:

<http://public.doe.k12.ga.us/ayp2006/overview.asp?SchoolID=633-0175-g-8-0-0-0-0-0-0-0-0>

** Local school data

APPENDIX – B

SAT DATA
ADVANCED PLACEMENT DATA
GHS GT DATA
LIT. TYPES. DATA

TABLE 1
Trends in Walton SAT Scores

SAT DATA																			
Class of	Percent Tested	Mean (based on Highest SAT score)			Mean (based on last SAT score as reported by ETS)			Lower 25 th Percentile			50 th Percentile			Top 20 %			Top 10%		
		Verbal	Math	Total	Verbal	Math	Total	Verbal	Math	Total	Verbal	Math	Total	Verbal	Math	Total	Verbal	Math	Total
1998	97%	555	563	1118	542	551	1093	480	480	960	540	550	1090	697	708	1405	734	740	1474
1999	Not Available	556	557	1113	544	558	1102	480	490	970	540	560	1100	689	709	1498	724	743	1467
2000	99%	570	574	1144	555	562	1117	490	490	980	560	560	1120	703	720	1423	739	759	1498
2001	100%	563	575	1138	551	563	1114	480	500	980	540	560	1100	699	708	1407	733	743	1476
2002	100%	569	593	1162	556	579	1135	500	500	1000	560	580	1140	694	727	1421	726	754	1480
2003	100%	571	589	1160	560	581	1141	490	510	1000	560	580	1140	710	734	1444	753	767	1520
2004	100%	568	582	1150	557	571	1128	480	500	980	550	570	1120	709	714	1423	738	744	1482
2005	100%	593	584	1177	574	583	1157	500	510	1010	570	580	1150	691	673	1364	758	706	1464
2006	100%	577	595	1172	566	585	1151	500	520	1020	560	590	1150	684	703	1387	748	772	1520

SOURCE: College Board Score Reports

TABLE 2

Walton Advanced Placement Summary

AP DATA			
	Total Tests Taken	Total Test Takers	Number of Test Scores 3 and Above
1997 – 1998	395	191	310
1998 – 1999	677	273	522
1999 – 2000	845	329	582
2000 – 2001	845	329	559
2001 – 2002	1129	459	755
2002 – 2003	1243	554	841
2003 - 2004	1340	598	924
2004 – 2005	1523	679	1111
2005 – 2006	1810	781	1244
2006-2007	2085	971	N/A

SOURCE: College Board Score Reports

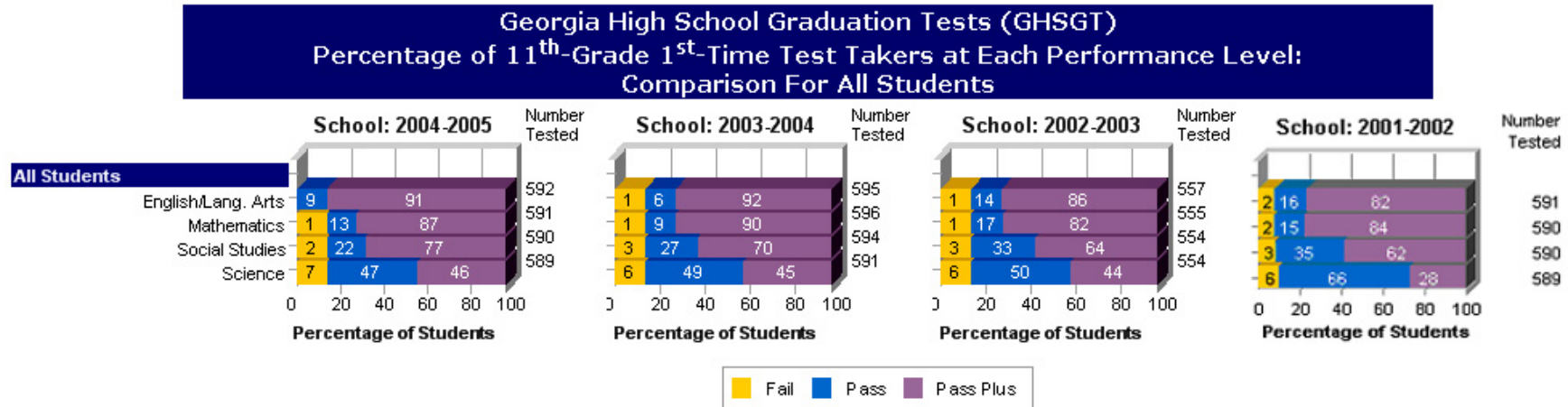
Table 3
Trends in GHSGT Data by School Year
Percent of Students Passing GHSGT First Time Taking Test

Year of:	English/LA	Math	Social Studies	Science
1997-98	100	100	96	95
1998-99	99	98	96	92
1999-00	99	99	97	94
2000-01	98	98	96	92
2001-02	98	98	97	94
2002-03	99	99	97	94
2003-04	98	99	97	94
2004-05	100	99	99	93
2005-06	100	100	99	97

SOURCE: <http://www.georgiaeducation.org>

- (Choose “SCHOOL PERFORMANCE”, and then use the drop down menus to locate reports for Walton).

FIGURE 1
Trends in Walton GHSGT Scores by Performance Level



SOURCE: <http://www.gaosa.org/>

LIT TYPES DATA

STUDENTS STARTING LIT TYPES AND CONTINUING WITH COLLEGE PREP. ENGLISH	
Class of 2001	69%
Class of 2002	68%
Class of 2003	84%
Class of 2004	84%
Class of 2005	83%
Class of 2006	83%

APPENDIX – C

COBB COUNTY SCHOOL DISTRICT SAT SCORES 2004-2006

**COBB COUNTY SCHOOL DISTRICT
SCHOLASTIC ASSESSMENT TESTS (SAT) SCORES*
2004 to 2006**

AREA/ SCHOOL ***	PERCENTAGE TESTED		Reading (Formerly Verbal) SCORES			MATHEMATICS SCORES			Reading & Math Total		Writing SCORES		New TOTAL
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	
NATIONAL	48%	49%	48%	508	508	503	518	520	518	1026	1028	1021	497 1518
COBB COUNTY	83%	81%	77%	521	525	517	519	522	517	1040	1047	1034	504 1538
GEORGIA	66%	75%	70%	494	497	494	493	496	496	987	993	990	487 1477
CAMPBELL	71%	69%	60%	512	506	482	501	495	471	1013	1001	953	474 1427
HARRISON	88%	88%	81%	529	529	530	526	522	522	1055	1051	1052	512 1564
KELL	79%	72%	78%	489	518	510	479	506	519	968	1024	1029	504 1533
KENNESAW MTN.	81%	83%	74%	523	529	527	517	522	524	1040	1051	1051	510 1561
LASSITER	93%	98%	87%	544	554	540	553	567	564	1097	1121	1104	533 1637
MCEACHERN	81%	80%	76%	503	505	496	484	488	476	987	993	972	481 1453
NORTH COBB	73%	77%	70%	508	502	496	499	490	480	1007	962	976	480 1456
OSBORNE	57%	53%	52%	444	447	420	435	434	415	879	881	835	420 1255
PEBBLEBROOK	56%	61%	60%	458	454	461	434	437	433	892	891	894	440 1334
POPE	100%	96%	100%	550	549	543	557	555	555	1107	1104	1098	536 1634
SOUTH COBB	61%	58%	64%	467	473	472	450	466	471	917	939	943	458 1401
SPRAYBERRY	90%	76%	74%	515	529	511	515	515	504	1030	1044	1015	500 1515
WALTON	100%	100%	99%	557	574	566	571	583	585	1128	1157	1151	554 1705
WHEELER	97%	82%	81%	535	532	531	545	539	535	1080	1071	1066	514 1580

Score range 200-800 for all tests

* All Scores are reported on the recentered SAT score scale.

** Estimated percentage of Georgia graduating seniors.

*** No Writing scores are available prior to 2006. Totals for 2006 include Reading, Math, and Writing.

Totals for 2004 and 2005 include Reading and Math only.

..

Data Source: 2006 College Board Highlights
2006 College Board Profile

APPENDIX – D

FACULTY BELIEFS SURVEY

NSSE SURVEY



Are You Still Proud to be a Walton Raider?

Five years ago, teachers and faculty helped to decide on a list of key beliefs to be included in our charter. As we look towards charter renewal, take another look at the original list...upon which of the following beliefs can we all agree? Let us know how you feel about each of them by marking your degree of agreement to the right of each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Student learning is the chief priority for school.	81 %	18 %	½ %	½ %	0 %
Students' learning needs should be the primary focus of all decisions impacting the work of the school.	70 %	27 %	½ %	3 %	0 %
All students can learn	65 %	31 %	1 %	2 %	0 %
Students need to be actively involved in solving problems and producing quality work.	82 %	17 %	0 %	0 %	0 %
Students need to apply their learning in meaningful contexts.	73 %	27 %	0 %	0 %	0 %
Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.	73 %	25 %	2 %	0 %	0 %
Students learn best when they are actively engaged in the learning process.	82 %	16 %	0 %	1 %	0 %
Challenging expectations increase individual student performance.	65 %	34 %	0 %	½ %	0 %
Students learn best when they have appropriate opportunities for success.	65 %	32 %	1 %	0 %	0 %
Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.	68 %	30 %	1 %	½ %	0 %
Each student is a valued individual with unique physical, social, emotional, and intellectual needs.	76 %	22 %	1 %	½ %	0 %
Assessments of student learning should provide students with a variety of opportunities to demonstrate their achievement of the expectations for their learning.	63 %	33 %	1 %	3 %	0 %
Exceptional students (e.g. special education, limited English proficiency, talented and gifted, etc.) require special services and resources.	63 %	32 %	2 %	2 %	0 %
A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.	70 %	27 %	3 %	½ %	0 %
A safe and physically comfortable environment promotes student learning.	79 %	21 %	½ %	0 %	0 %
Students learn to make appropriate decisions given a supportive and challenging learning environment.	51 %	44 %	2 %	2 %	0 %
Cultural diversity can increase students' understanding of different peoples and cultures.	58 %	34 %	6 %	2 %	0 %
Teachers, administrators, parents and the community share the responsibility for advancing the school's mission.	79 %	20 %	0 %	½ %	0 %
Schools need to function as a learning organization and promote opportunities for all those who have a stake in the success of the school to work together as a community of learners.	77 %	20 %	2 %	½ %	0 %
The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.	85 %	13 %	1 %	0 %	0 %

** Please use the back of this sheet to provide us with additional feedback...*

NSSE SURVEY RESULTS

PART 1: Level of Student Achievement

4	3	2	1	0	N/R	TTL:	AVG:
---	---	---	---	---	-----	------	------

Learning to Learn

- Students make a commitment to creating quality work and striving for excellence.
- Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.
- Students reflect on, and evaluate their learning for the purpose of improvement.

12%	44%	39%	5%	0%		110	2.6182
17%	46%	34%	3%	0%		110	2.7818
7%	45%	39%	7%	2%		110	2.4818

Expanding and Integrating Knowledge

4. Students connect knowledge and experiences from different subjects.

5. Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.

6. Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.

11%	37%	49%	3%	0%		110	2.5636
18%	38%	38%	5%	0%		110	2.6909
6%	36%	49%	8%	0%		110	2.4091

Communication Skills

7. Students communicate with clarity, purpose, and understanding of audience.

8. Students integrate the use of a variety of communication forms and use a wide range of communication skills.

9. Students recognize, analyze, and evaluate various forms of communication.

8%	52%	37%	3%	0%		110	2.6545
13%	56%	26%	5%	0%		110	2.7727
9%	43%	45%	3%	0%		110	2.5818

Thinking and Reasoning Skills

10. Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context of the audience.

11. Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.

12. Students generate new and creative ideas by taking considered risks in a variety of contexts.

9%	41%	45%	5%	0%		110	2.5364
8%	44%	44%	4%	0%	1%	110	2.5455
10%	40%	40%	8%	1%	1%	110	2.4818

Interpersonal Skills

13. Students work with others in a variety of situations to set and achieve goals.

14. Students manage and evaluate their behavior as group members.

15. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.

25%	52%	19%	5%	0%		110	2.9636
13%	40%	39%	7%	1%		110	2.5636
11%	47%	34%	7%	1%		110	2.6

Personal and Social Responsibility

16. Students take responsibility for personal actions and act ethically (e.g., demonstrate honesty, fairness, integrity).

17. Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people.

18. Students demonstrate an understanding of and responsibility for global and environmental issues.

19. Students act as responsible citizens in the community, state, and nation.

3%	48%	38%	9%	2%		110	2.4091
5%	52%	38%	5%	1%		110	2.5455
7%	43%	41%	9%	0%		110	2.4818
11%	47%	35%	6%	1%		110	2.6091

PART 2: Level of Priority for Improvement

1. Learning to Learn Skills

2. Expanding and Integrating Knowledge

3. Communication Skills

4. Thinking and Reasoning Skills

5. Interpersonal Skills

6. Personal

54%	35%	7%	1%	1%	2%	137	3.3504
45%	39%	9%	2%	1%	3%	137	3.2044
50%	30%	16%	1%	0%	3%	137	3.2409
65%	24%	7%	1%	0%	2%	137	3.4818
39%	36%	18%	4%	1%	2%	137	3.0438
42%	39%	13%	3%	1%	2%	137	3.1168

APPENDIX – E

PARENT SURVEY

Section 1: General Perception of my child's experience at Walton high School (WHS)

Please place a check mark in the box that more closely represents your opinion.

	Strongly Agree			Strongly Disagree	Unable to Evaluate
	1	2	3	4	5
1. WHS provides academic classes that encourage the student to achieve his / her academic potential.	55%	32%	10%	2%	1%
2. WHS provides tutorial support services for students who desire tutorial support for both remediation and enrichment.	31%	28%	18%	7%	16%
3. WHS promotes open opportunities for student participation in sports.	35%	26%	18%	13%	9%
4. WHS promotes open opportunities for participation in clubs.	64%	26%	5%	2%	3%
5. WHS promotes open opportunities for students to develop their leadership skills.	41%	33%	18%	4%	4%
6. WHS provides programs to assist students in planning for their future careers.	33%	35%	20%	6%	7%
7. WHS provides programs to support cultural diversity.	23%	29%	15%	8%	25%
8. WHS provides effective programs to support my student's knowledge of the importance of physical fitness.	27%	32%	24%	9%	8%
9. WHS provides effective alcohol, tobacco, and drug education programs to students.	43%	33%	16%	4%	4%
10. My student's social experience at WHS has been positive.	45%	29%	17%	8%	1%
11. My student's overall experience at WHS has been positive.	46%	33%	13%	8%	0%
12. WHS provides opportunity for development of civic responsibility and community outreach.	47%	31%	15%	3%	3%
13. The WEB program provides opportunity and time for tutoring, enrichment, extracurricular activities, and out of school appointments.	63%	19%	10%	7%	1%
14. The WEB program is used productively by my student.	53%	22%	12%	12%	1%
15. The WEB is a program I would like to see continued at WHS.	68%	13%	8%	10%	1%

Section 2: Perceptions of my child's classroom experience at WHS

	Strongly Agree			Strongly Disagree	Unable to Evaluate
	1	2	3	4	5
1. Class goals and objectives are clearly defined for the student.	43%	38%	11%	2%	3%
2. Class instruction promotes high achievement and academic growth.	34%	39%	15%	6%	3%
3. Class instruction and assignments are motivational to the student.	23%	41%	24%	7%	4%
4. My student sees the relevance of classes to his future success and career needs.	23%	40%	25%	7%	3%
5. Class environment provides for open discussion and an exchange of ideas relevant to the subject being taught.	33%	37%	14%	3%	12%
6. Class provides for training in and use of higher order thinking skills. Recall of information taught is important, but the higher order thinking skills of synthesis, analysis, and application are evident in assignments.	30%	34%	19%	5%	10%
7. Class testing and evaluations are used as an instructional tool to enhance student learning.	24%	45%	18%	5%	7%
8. Homework assignments are appropriate in length.	29%	45%	17%	3%	4%
9. Homework assignments are appropriate in content.	31%	48%	14%	1%	3%
10. Class size is conducive to learning.	24%	35%	22%	14%	4%
11. Adequate communication between parents and teachers exists.	21%	31%	24%	19%	4%
12. Teachers encourage students to visit relevant community resources that complement classroom instruction.	22%	25%	28%	10%	14%
13. The summer reading requirement has benefited my student.	28%	25%	23%	21%	3%
14. My student has ample opportunities to practice and improve writing skills.	32%	35%	19%	8%	4%
15. My student has ample opportunities to seek support in math skills.	32%	28%	20%	14%	5%

Section 3: Evaluation of Departments and Student Support Services

	Strong	Satisfactory	Needs Improvement	Unable to Evaluate
	1	2	3	4
1. Administration	43%	41%	10%	0%
2. Guidance	24%	43%	29%	0%
3. Media Center	34%	41%	4%	0%
4. Special Education	9%	12%	3%	0%
5. Physical Education	21%	33%	12%	0%
6. English	46%	43%	7%	0%
7. Mathematics	30%	30%	37%	0%
8. Social Studies	47%	9%	13%	0%
9. Science	41%	42%	13%	0%
10. Foreign Language	49%	32%	9%	0%
11. Business Education	17%	21%	1%	0%
12. Fine Arts	36%	20%	3%	0%
13. Trade and Industry	7%	9%	0%	0%
14. Technology Availability	22%	24%	11%	0%

Section 4: Charter School Facility Observations Protocol

Please rate the following facilities. If you need to make more extensive comments about each facility, please make your notes on a separate sheet of paper and attach it to this survey. Rate each facility on the following scale:

	below average; few resources; not clean / bad condition/disorderly	about average; adequate resources clean / OK condition	exemplary; model facility many resources spotless/good condition/orderly	unable to evaluate
FACILITY	1	2	3	4
Media Center	2%	44%	24%	29%
Class Rooms	25%	58%	14%	2%
Common Area/Cafeteria	40%	48%	10%	1%
Gymnasium	19%	59%	17%	6%
Auditorium	5%	42%	42%	7%
Sports Fields	10%	41%	38%	0%
Computer Labs	4%	29%	20%	47%
Business Dept.	4%	28%	15%	54%
Restrooms	52%	27%	5%	17%
School Nurse / sick area	15%	24%	9%	51%
Outdoor Classroom	8%	30%	15%	47%
Parking Lot(s)	35%	42%	8%	13%
Mobile Class Units	31%	49%	5%	14%

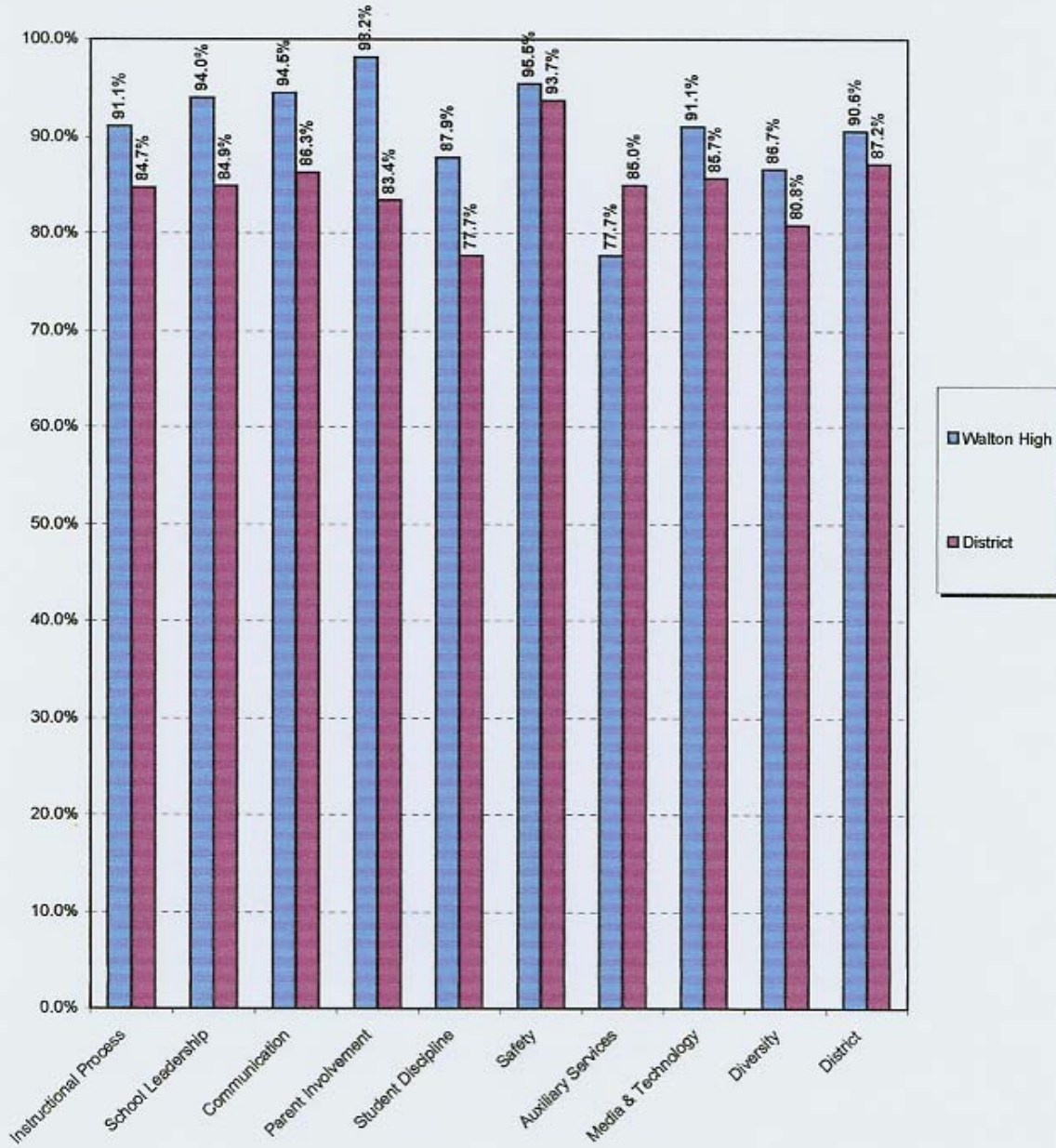
APPENDIX – F

SCHOOL CLIMATE SURVEY

Cobb County School District
2007 School Improvement Survey
Respondent Group: Staff

Walton High School

Overall Agreement by Domain

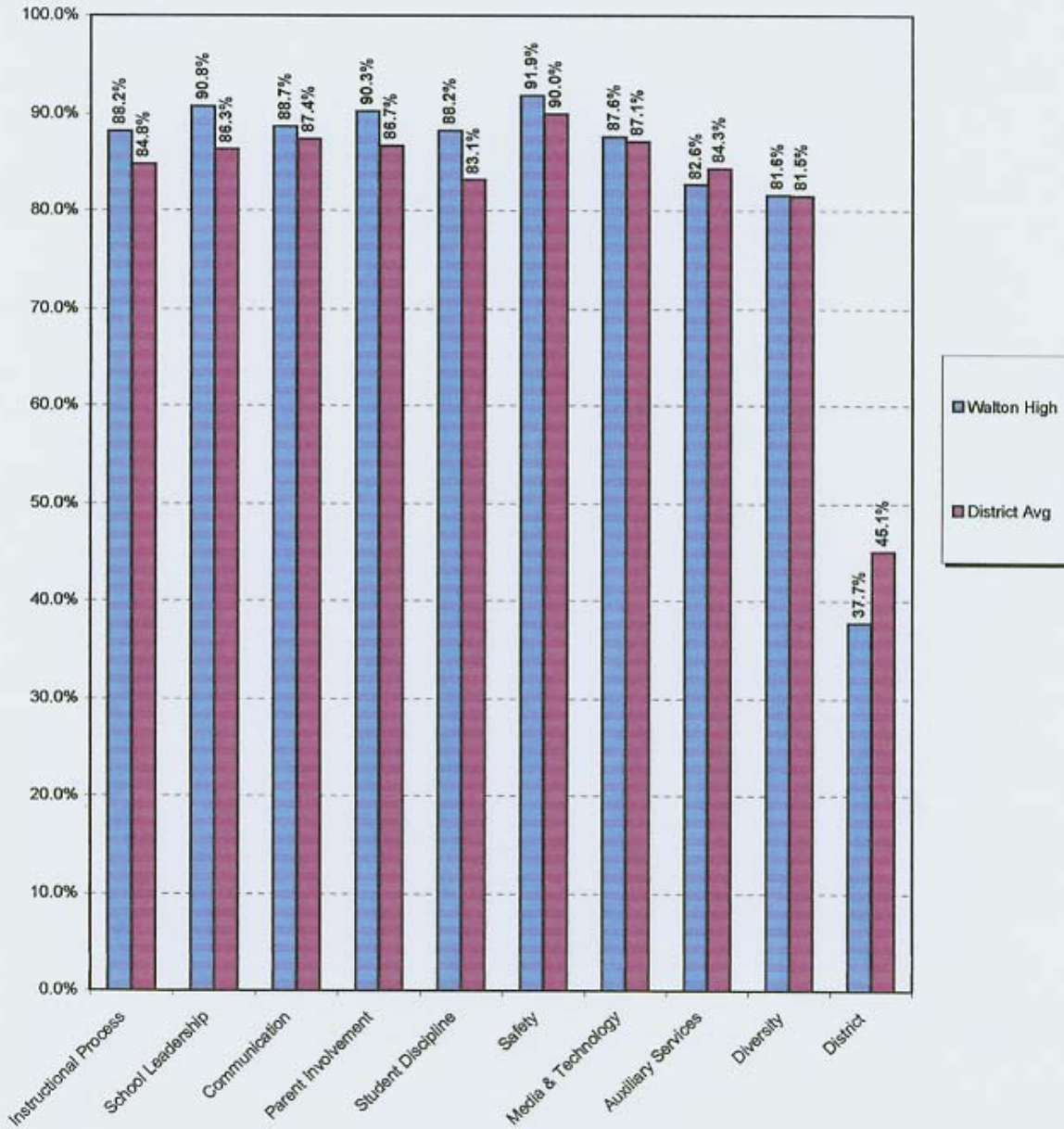


Office of Accountability

Cobb County School District
2007 School Improvement Survey
Respondent Group: Parents

Walton High School

Overall Agreement by Domain

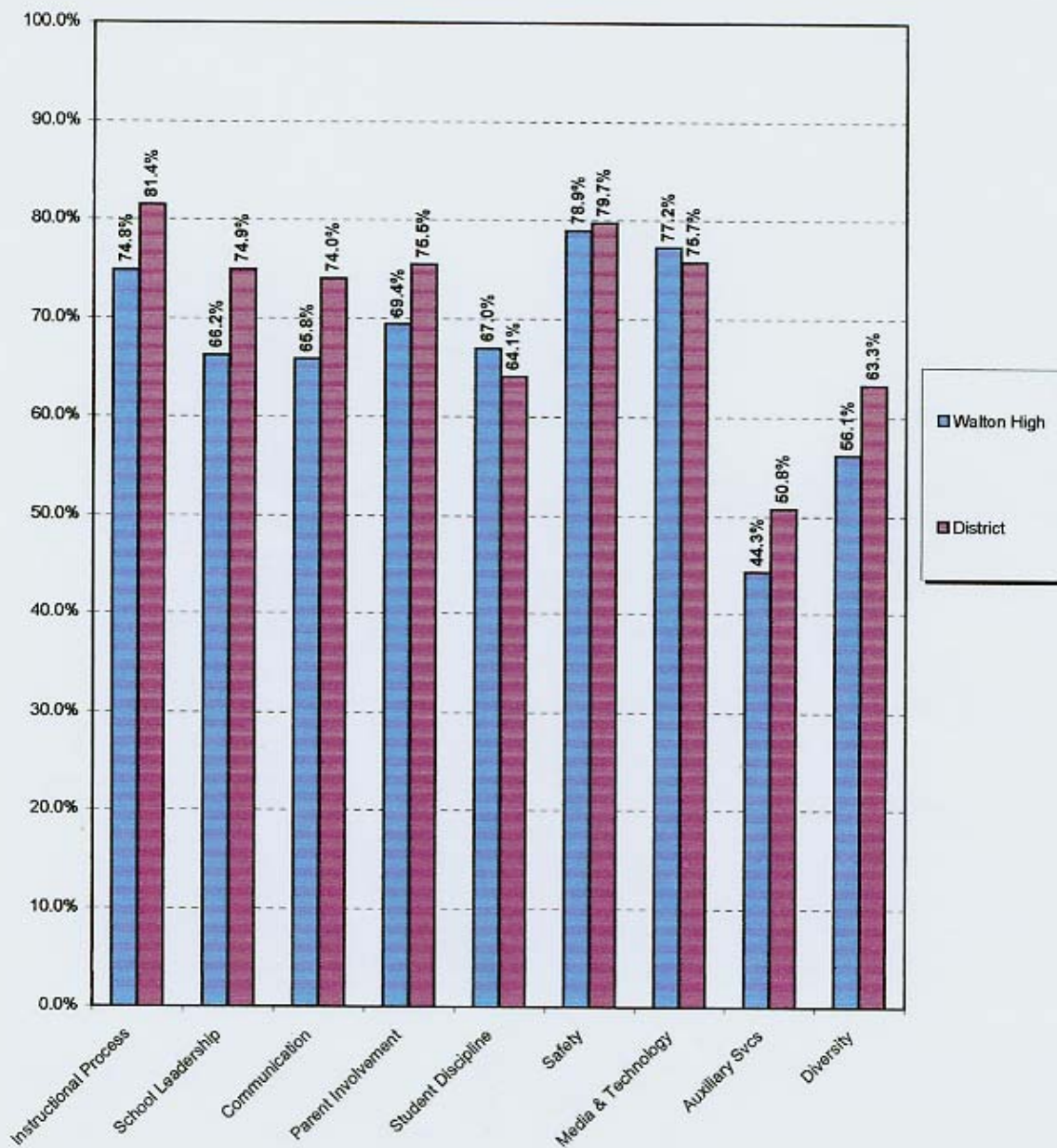


Office of Accountability

Cobb County School District
2007 School Improvement Survey
Respondent Group: Students

Walton High School

Overall Agreement by Domain



APPENDIX – G

STUDENT WEB SURVEY

Walton Enrichment Block

Comparison of Data from Student PARTICIPATION and OPINION surveys.

PARTICIPATION	1995 – 1996 School Year	2001 -2002 School Year	
1. Tutoring by Walton teachers.	72.8 %	80.1 %	
2. Research in Walton Media Center or other location.	67.4 %	73.9 %	
3. Individual Study at Walton or other location.	74.2 %	87.3 %	
4. Group Study at Walton or other location.	56.1 %	67.9 %	
5. Community Service at Walton or other location.	30.6 %	46.4 %	
6. SAT preparation at Walton.	22.7 %	33.1 %	
7. Involvement in Walton make-up work.	16.0 %	83.0 %	
8. Work in Computer Labs.	31.3 %	48.2 %	
9. Local College Visits and Career Planning.	36.6 %	39.0 %	
10. Enrichment Activities	71.5 %	79.3 %	
OPINION			
11. WEB is worthwhile.	87.5 %	97.3 %	
12. WEB is successful.	95.9 %	98.0 %	
13. WEB should continue.	97.3 %	98.3 %	
14. WEB has helped students academically.	92.7 %	98.4 %	
15. WEB has reduced the need for outside tutoring.	84.6 %	92.7 %	
16. WEB SAT has been beneficial.	67.5 %	76.8 %	
17. WEB has created time for community service.	72.2 %	88.8 %	
18. WEB has created time for dental and doctor appointments.	92.1 %	94.3 %	
19. WEB has been beneficial for enrichment activities.	94.2 %	97.1 %	
20. WEB has reduced stress levels.	87.3 %	95.4 %	

APPENDIX – H

**CURRENT FUNCTIONALITY OF
STUDENT INFORMATION SYSTEM
AND SAMPLE REPORTS**

PRESENT FUNCTIONALITY

ONGOING ACCESSIBILITY TO REAL-TIME STUDENT DATA

- Faculty, Administrators, and Counselors have easy access to comprehensive student information that facilitates effective and efficient communication with parents, students, and other staff members. This information includes:
 - Schedule
 - Transcript
 - Attendance Record
 - Discipline Record
 - Grade Detail Report for each class
- Teachers can monitor the student's progress in ALL classes as well as their own class, allowing teachers to collaborate. The grade detail provided helps to identify problems the student is having with homework, test-taking, and projects. The date and time of updates are listed for each class.
- Special Education teachers can monitor the progress of students on their case loads.

SCHEDULING PROGRAM

- This scheduling program creates a master schedule that schedules all sections of all courses for a period in the day that will create the minimum number of conflicts for students (96% - 98% of students conflict-free).
- An additional feature creates needed space in classes to facilitate the elimination of conflicts and to accommodate students with specific scheduling requirements.
- Ease of navigation and the capability to see all sections, teachers, and number of students scheduled in each section, for a specific course at one time are provided.
- Students' schedules and rosters can be changed by using a copy of the student database and then restoring the changed data to the server.
- Schedules and rosters can be changed by using a copy of the student database and then restoring the changed data to the server.

TEACHER GRADEBOOK PROGRAM

- Flexibility in grading options is provided.
- The setup of the teacher gradebook program and the installation of classes and grades are easy to implement.
- Grade profiles can be generated.
- The mean score of an evaluation item can be adjusted.

STUDENT/PARENT BENEFITS

- Conscientious students are able to track their grades and obtain test scores quickly.
- The program provides a great way for busy parents to be "in the know" about their student's progress and to receive comments from teachers.
- Attendance history is precise, and gives exact dates and periods.
- Students can check transcripts for accuracy and use status reports to plan courses for upcoming semesters.

GHSAA ELIGIBILITY REPORTS

- The program provides an eligibility report according to GHSA rules.
- Eligibility reports can be printed on the GHSA form.

GENERATION OF REPORTS

- The student database can be copied to an off-line system (notebook).
- Ad hoc reporting using the offline copy of the database can be produced.
- Stand-alone capability permits enhanced flexibility.

Secondary Access

As the primary user of the student account, you may define secondary user privileges for others to access your student information. A secondary user accesses your account using your Web identification number along with the defined secondary PIN. This PIN may be permanent, active for a certain number of uses, or active until a certain date. The information available to a secondary user is completely controlled by you.

Currently there are no secondary accounts associated with this student. Click [here](#) to define a new secondary account.

[Create New Account](#) | [Walton Home Page](#) | [Student Information](#)

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George Walton High School
1590 Bill Murdock Rd, Marietta, GA 30062 - April 17, 2007

UNOFFICIAL TRANSCRIPT

Marietta, GA 30068

WGPA 4.628
Rank 3/606

Birth Date March 14, 1989
Class of 2007

College Prep Diploma
Has not graduated.

Test Scores SAT I(1-Nov-05) Verbal = 650 Math = 690 Writing = 790
SAT I(1-Apr-06) Verbal = 750 Math = 700 Writing = 800
EOCT(1-May-05) Alg I = 0 Ninth Lit = 93 Phy Sci = 0
EOCT(31-May-06) Am Lit = 0 US Hist = 93 Econ = 94

English		YR	GR	CR
23.0610004	Ninth Lit/Cmp 91A Hon	3F	94	0.5
23.0610005	Ninth Lit/Cmp 91B Hon	3S	96	0.5
23.0510000	Am Lit/Comp 111A Hono	4F	92	0.5*
23.0510001	Am Lit/Comp 111B Hono	4S	91	0.5*
23.0430092	AP Language/Comp A	5F	90	0.5+
23.0430093	AP Lang/Comp B	5S	89	0.5+
23.0650092	AP Lit/Comp A	6F	92	0.5+
23.0650093	AP Lit/Comp B	6S	Now	0.5+

Mathematics		YR	GR	CR
27.0610004	Algebra I:A	2F	T	0.0
27.0610005	Algebra I:B	2S	T	0.0
27.0630000	Eucl Geometry:A Honor	3F	92	0.5*
27.0630001	Eucl Geometry:B Honor	3S	95	0.5*
27.0640000	Algebra II:A Honors	4F	95	0.5*
27.0640001	Algebra II:B Honors	4S	92	0.5*
27.0740092	AP Statistics A	5F	93	0.5+
27.0670000	Analysis A Honors	5F	96	0.5+
27.0670001	Analysis B Honors	5S	92	0.5+
27.0740093	AP Statistics B	5S	92	0.5+
27.0730092	Multi Variable Cal	6F	99	0.5+
27.0750007	Multi Variable Cal: B	6S	Now	0.5+

Science		YR	GR	CR
26.4120000	Biology I:101A Honors	3F	96	0.5*
26.4120001	Biology I:101B Honors	3S	95	0.5*
40.4510000	Chemistry I:111A Hono	4F	95	0.5*
40.4510001	Chemistry I:111B Hono	4S	92	0.5*
40.0530092	AP Chemistry	5F	91	0.5+
40.0530093	AP Chemistry B	5S	94	0.5+
40.4830092	AP Physics c:Mech A	6F	94	0.5+
40.4840093	AP Physics C: B	6S	Now	0.5+

Social Studies		YR	GR	CR
45.0770092	AP Human Geography A	3F	94	0.5
45.0770093	AP Human Geography B	3S	95	0.5
45.0811092	AP World History A	4F	92	0.5+
45.0811092	AP European History	4F	95	0.5+
45.0840093	AP European History B	4S	93	0.5+
45.0811093	AP World History B	4S	91	0.5+
45.0820092	AP US History A	5F	93	0.5+
45.0820093	AP US History B	5S	92	0.5+
45.0520094	AP Govt/Politics:U.S.	6F	95	0.5+
45.0630094	AP Microeconomics	6F	95	0.5+
45.0620000	AP Macroeconomics	6S	Now	0.5+

Foreign Languages		YR	GR	CR
60.0110008	French IA	2F	T	0.0
60.0110009	French I 92B	2S	T	0.0
60.0120008	French II 102A	3F	100	0.5
60.0120009	French II 102B	3S	98	0.5
60.0720001	French III A (ADV)	4F	98	0.5*
60.0130001	French III B Honors	4S	94	0.5*
60.0170092	AP French Language A	5F	97	0.5+
60.0170093	AP French Language B	5S	90	0.5+
60.0180092	AP French Literature	6F	97	0.5+
60.0180093	AP French Lit B	6S	Now	0.5+

Physical Ed., Health		YR	GR	CR
36.0540096	Weight Training	3F	93	0.5
36.0510098	Personal Fitness	5s	98	0.5
17.0110098	Health	6S	Now	0.5

Business, Tech, F/Arts, Voc, R		YR	GR	CR
48.0110096	Draft/Design Tech IA	3S	98	0.5

Total Credits Earned 21.50
College Prep Diploma

A = 90-100
B = 80-89
C = 74-79
D = 70-73
F = Below 70

F - Fall
S - Spring
W - Winter
s - Summer
t - Transfer

T - Taken No Credit
P - Pass in Past/Fail
V - Audit
+ - Extra Quality Point = 1.0
* - Extra Quality Point = 0.5

Grade Detail Report

1st Period - Adv Algebra And Trig 96 (A) Total Average

Final (15% of Overall Grade)

None yet available.

Homework/Classwork (10% of Overall Grade)

Date	Description	Grade	Max	Weight
1/23/07	Unit 1 Hw/Classwork	100	100	1
2/9/07	Unit2 graphing hw	100	100	1
2/27/07	Unit3 hw based on test grade	96	100	1
3/13/07	Unit 4 classwork/homework	98	100	1
3/29/07	Unit5 classwork/homework	100	100	1

Homework/Classwork Average - 99

Quiz (25% of Overall Grade)

Date	Description	Grade	Max	Weight
1/10/07	Construct Unit Circle1	100	100	1
1/16/07	Trig Unit1 Quiz	97	100	1
1/22/07	Construct Unit Circles2	100	100	1
1/26/07	Timed parent graph quiz	74	100	1
1/29/07	Construct unit Circle3	100	100	1
2/5/07	Mixed up unit circle 5 min #4	100	100	1
2/7/07	Unit2 Quiz2 graph and write equations	99	100	1
2/13/07	Mixed Up unit circle#5	100	100	1
2/15/07	Graph Inverse functions	90	100	1
2/16/07	Unit3 quiz inverse functions	100	100	1
2/23/07	Unit3 composition of trig functions	96	100	1
3/2/07	Mixed up unit circle6	100	100	1
3/5/07	Unit4 identities quiz	100	100	1
3/15/07	UnitCircle mixed up	97	100	1
4/12/07	Rt triangle;bearing;calculator usage	99	100	1

Quiz Average - 97

Test (50% of Overall Grade)

Date	Description	Grade	Max	Weight
1/23/07	Unit1 Test	98	100	1
2/9/07	Unit2 test graphing trig functions	98	100	1
2/27/07	Unit3 Test inverse and identities	96	100	1
3/13/07	Unit 4 Test identities; solve equations	97	100	1
3/29/07	Unit5 test	89	100	1

Test Average - 96

Grade Detail Report

6th Period - Am Lit/Comp 111B Hono 90 (A) Total Average

Daily (25% of Overall Grade)

Date	Description	Grade	Max	Weight
1/11/07	HW-OUTLINE/ONE PG/POEM	88	100	1
1/19/07	QUIZ-VOCAB UNIT 9	95	100	1
1/26/07	QUIZ-VOCAB UNIT 10	98	100	1
1/29/07	HW-VOC CL/RAVEN SG/QZ-WALD/CUCKOO PT 2	66	100	1
2/2/07	QUIZ-VOCAB UNIT 11	98	100	1
2/8/07	QUIZ-CUCKOO/I O CIRCLE	90	100	1
2/9/07	QUIZ-VOCAB UNIT 12	100	100	1
2/23/07	QUIZ-VOCAB UNIT 13	95	100	1
3/2/07	QUIZ-VOCAB UNIT 14	95	100	1
3/5/07	SCHOOL BROCHURE/QZ GATSBY 1-5	86	100	1
3/8/07	R PAPER-ANNOT BIB/10 NC	98	100	1
3/9/07	QUIZ-VOCAB UNIT 15	98	100	1
3/16/07	R PAPER-15 NOTE CARDS/PRELIM THESIS/OUT	96	100	1
3/30/07	R PAPER-INTRO/1ST BODY/ROUGH D	86	100	1

Daily Average - 92

EOC (15% of Overall Grade)

None yet available.

Final (10% of Overall Grade)

None yet available.

Paper (20% of Overall Grade)

Date	Description	Grade	Max	Weight
2/16/07	ESSAY-CUCKOO'S NEST	94	100	1

Paper Average - 94

Test (30% of Overall Grade)

Date	Description	Grade	Max	Weight
1/22/07	TEST-TRANSCENDENTALISM	86	100	1
2/12/07	TEST-CUCKOO'S NEST	94	100	1
2/15/07	TEST-ANTI-TRANS	86	100	1
3/12/07	TEST-GREAT GATSBY	78	100	1

Test Average - 86

[Walton Home Page](#) | [Student Information](#)

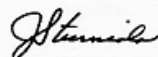
George Walton High School
Individual Student History

Name	Ho Ka (Roger) Chun	Date	April 17, 2007
Grade	12	Time	5:24 PM
Phone	770-977-1560		
Parents	Wai Ho		
	Bing ying Ho		

Rec #	Date	Credit	1	2	3	4	5	6	7
1	3/30/2004	.	.	A	A	A	A	A	A
2	3/31/2004	.	A	A	A	A	A	A	A
3	4/1/2004	.	A	A	A	A	A	A	A
4	4/2/2004	.	A	A	A	A	A	A	A
5	2/1/2005	.	A	A	.	.	.	.	.
6	3/9/2005	.	A	A	A	A	A	A	A
7	2/12/2005	.	A	A	A	A	A	A	A
8	2/13/2005	.	A	A	A	A	A	A	A
9	2/14/2005	.	A	A	A	A	A	A	A
10	2/15/2005	.	A	A	A	A	A	A	A
11	1/31/2006	.	A	A	.	.	.	.	.
12	2/15/2006	U	U	U	U	U	U	U	U
13	2/16/2006	.	A	A	.	.	.	.	.
14	3/7/2006	.	A	A	A	A	.	.	.
15	3/16/2006	.	A	a	.	.	.	.	.
16	5/3/2006	.	A	A	A	A	A	A	A
17	5/8/2006	.	A	A	A	A	A	A	A
18	5/10/2006	.	A	A	A	A	A	A	A
19	12/8/2006	.	.	U	u	.	.	.	.
20	2/14/2006	.	N	N	N	N	N	N	N
21	2/6/2007	.	A	A	.	.	.	.	.
22	2/21/2007	.	.	A	A	.	.	.	.
23	3/13/2007	.	A	A	A	.	.	.	.
24	4/12/2007	U	U	U	U	U	U	U	U
25	4/13/2007	U	U	U	U	U	U	U	U
26	4/16/2007	U	U	U	U	U	U	U	U
27	4/17/2007	U	U	U	U	U	U	U	U
Period Absences			24	26	21	19	18	18	18
Period Tardies			0	1	1	0	0	0	0

Student absent a total of 161 periods and 5 days (5 days unexcused).
Student tardy a total of 2 periods and 0 days.

Attendance Clerk



U = Unexcused Absence, G = Gov't/Court, I = Illness, F = Family Illness/Death, R = Religious, N = ISS, S = Suspension, M = Homebound Inst., A = School Activity
X = Unexcused Tardy from HR, Z = Excused Tardy from HR
A lowercase code designates a tardy from class

APPENDIX – I

SCHOOL PROFILE

A
2006 – 07 Profile
of

Walton High

School

*Georgia Charter School
National School of Excellence
Member of the College Board
Accredited by Southern Association
of Colleges and Schools*

Principal: Tom Higgins
(770) 578-3225
Assoc. Principal: Judy McNeill

Counselors: Angela Bare
Anne Carlson
Donna Dunham
Charlene Elliott
Wendy Fort
Pamela LaVangie
Christine Wise
Records: Cheryl Lenenski
Melissa Schrenk

Guidance Department
Paraprofessional: Pat Jacobs
(770) 578-3228 Fax # (770) 578-3241

1590 Bill Murdock Road, NE
Marietta, GA 30062

Internet address: www.waltonhigh.org

CEEB – ACT Code 111 987

Class of 2006 Profile

573 graduates

Enrolled in 4-year colleges 95%
Enrolled in 2-year colleges 4%
Enrollment in universities in 31 states and 3 foreign countries

SAT scores

573 students tested (100%)

<u>Mean</u>	<u>Verbal</u>	<u>Math</u>	<u>Writing</u>
Class	577	595	566
Top 20%	684	703	660
Top 10%	748	772	727
National	503	518	497

Note: Averages of Walton's students are based on highest SAT scores. College Board's National Averages are computed on the last SAT taken by students.

AP exams

780 candidates

1805 exams
18% scored 5
42% scored 4 or higher
70% scored 3 or higher

National Merit Scholars

2007 National Merit Scholars: 15
2007 National Merit Commended: 39

The Hope Grant

The HOPE (Helping Outstanding Pupils Educationally) gives financial assistance to students that attend any eligible Georgia public or private college, university, or technical institute. The Class of 2006 had 492 students qualify for the HOPE Grant.

School and Community

Walton High School is a public, four-year, comprehensive high school with a strong college-preparatory program. It is located in eastern Cobb County, a suburban middle-class residential community within the greater metropolitan Atlanta area. It is two (2) miles north of GA highway 120 and Johnson Ferry Road.

As a comprehensive high school, Walton endeavors to meet the educational needs and expectations of all students. A broad range of courses and programs is available from a variety of Advanced Placement and accelerated courses to cooperative education programs where students receive high school credit for supervised, on-the-job experience. A joint enrollment program with area universities and technical schools is available for seniors. In addition, electives are offered in Business Education, Applied Technology, English, Pre-Engineering, Mathematics, Foreign Language, Science, Social Studies, Fine Arts and Physical Education.

Control: Cobb County Public Schools

School enrollment (9/06): 2607

12th grade enrollment – 621

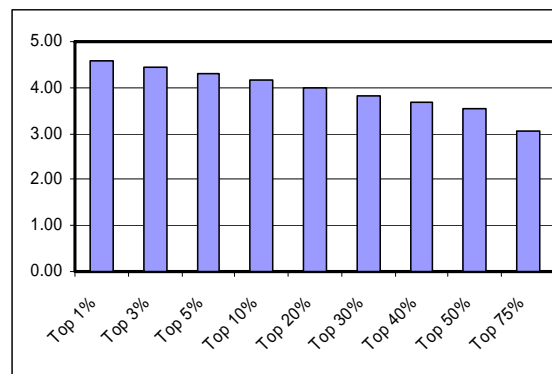
2006-2007 National Merit Semifinalists – 15

Certified Staff: 178 (76% hold post graduate degrees)

Walton's reputation for excellence through achievement was publicized nationwide in the January 18, 1999 issue of U.S. News and World Report. Walton was one of six featured schools identified from among 96 "Outstanding American High Schools."

GPA Profile Class of 2007 As of September, 2006

Percent of class	Range	
	High	Low
1%	4.632	4.500
3%	4.486	4.357
5%	4.351	4.275
10%	4.270	4.100
20%	4.095	3.875
30%	3.870	3.711
40%	3.705	3.553
50%	3.551	3.405
75%	3.403	2.789



Grade Point Average (GPA) is computed on a 4.0 scale, with an *extra quality point* given for AP courses, Analysis and the 4th year of a foreign language. An *extra 0.5 quality point* is given for other level one courses beginning with 10th grade.

International study Walton students have been afforded unique opportunities for international study, enriching their classroom experiences. AP Spanish students study at the Universidad Pontificia de Salamanca in Spain; AP French students have studied in Paris; AP European History students study at Oxford University at Cambridge, England; the orchestra has played and studied in Vienna, Austria; the choir has performed in Italy; and students have studied at YIHAI #8 school, our sister school in Beijing, China.

CURRICULUM

Graduation Requirements: 22 Carnegie units

Each semester class carries ½ Carnegie unit of credit.

A = 90-100 B = 80-89 C = 74-79 D = 70-73 F = Below 70

Students must earn either a

College Preparatory or Technical/Career Diploma.

Calendar: Semester system

Graduation Requirements and Other Endorsements

I. Subject	College Prep Diploma	Technical/ Career Diploma
English	4 units	4 units
Mathematics	4 units	3 units (through Alg I)
Science	3 units	3 units
Social Studies	3 units	3 units
Health & Physical Education	1 unit	1 unit
Foreign Language	2 units in one F.L.	No Requirement
Business or Computer, ROTC, Fine Arts, Vocational, and/or Foreign Language	1 unit	1 unit
Technical/Career education	No Requirement	4 units [3 in area of concentration]
Local electives	4 units	3 units
State electives	2 units from Core courses for Diploma with distinction	1 unit from Core courses for Diploma with distinction

Course Levels: Courses in English, mathematics, science, social studies, and foreign languages, in most cases, are taught on three levels, as indicated by the last numeral following the course title. Level one courses are considered *accelerated* or *honors*. Level two is the *regular college preparatory program*. The first numerals following the title indicate the grade in which the course is first or normally taught; **91, 102, 113, 121**.

Advanced Placement: Thirty-two courses are offered: *Art History, Biology, Calculus AB & BC, Chemistry, Chinese, Computer Science A & AB, Human Geography, Macroeconomics, Microeconomics, English Language/Comp, English Literature/Comp, European History, French, French Literature, Environmental Sciences, Government/Compare, Government/US Politics, Latin Literature, Latin Vergil, Music Theory, Physics B, Physics C, Physics E & M, Spanish Language, Spanish Literature, Statistics, Studio Art – Drawing, U.S. History and World History.*

Advanced Placement (cont'd): Multi-variable calculus is offered to students completing Calculus BC.

Class Schedule: Walton has initiated an alternative schedule of a **Wednesday Enrichment Block (WEB)**. This schedule provides time for students to have longer science laboratories, individual tutoring, mini-courses, speakers, and other educational enhancements. The daily schedule is a seven period day.

Charter school: In June of 1998, Walton High School became one of the first high schools in Georgia to attain Charter School status.

Individual Advisement is under the supervision of the Guidance Staff. In the 9th and 11th grades all students, together with their parents, are scheduled for individual conference with their Advisors (homeroom teachers) to monitor progress toward meeting graduation requirements and to choose a course of study designed to meet post-secondary goals.

Clubs and Organizations

4.0 Club	Key Club
Academic Bowl	Latin Club
ACS – RACE	Latin Honor Society
Art Honor Society	Leadership Team
Aviation Club	Literary Magazine
Band	Math Team
Beta Club	Media Productions
Chess Club	Model UN
Chorus	National Honor Society
Community Outreach	Newspaper
Cooking Club	Orchestra
Debate Club	Photography Club
DECA	Physics
Diversity Club	Poetry Club
Drama Club	Ragin' Raider Pep Club
Environmental Club	Robotic Club
FBLA	Science Olympiad
FCA	Senior Spirit Club
French Club	Spanish Club
French Honor Society	Spanish Honor Society
FTA	Sports Medicine
Habitat for Humanity	Student Government
Humane Society	UNICEF
Ice Hockey Club	Young Democrats
Interact	Young Republicans
Junior Civitans	

Interscholastic Athletics

BOYS

Football
Basketball
Baseball
Soccer
Golf
Tennis
Track
Swimming
Wrestling
Cross Country
Lacrosse

GIRLS

Softball
Volleyball
Basketball
Soccer
Tennis
Track
Golf
Swimming
Cross Country
Cheerleading
Lacrosse
Gymnastics

Universities and Colleges

Attended by recent top 20% graduates

Auburn University
Brigham Young University
Boston College
Boston University
Carnegie Mellon University
Case Western Reserve University
Clemson University
College of Charleston
Columbia University
Cornell
Dartmouth
Davidson College
Duke University
Emory University
Florida State University
Furman University
George Washington University
Georgetown University
Georgia Institute of Technology
Georgia State University
Harvard University
Johns Hopkins University
Indiana University
Massachusetts Institute of Technology
McGill University
Miami of Ohio

New York University
Northwestern University
Princeton University
Purdue University
Rice University
Smith College
Stanford University
Syracuse University
Tulane University
University of Alabama
University of California – Los Angeles
University of Florida
University of Georgia
University of Michigan
University of North Carolina
University of Notre Dame
University of Southern California
University of Texas
University of Virginia
Vanderbilt University
Virginia Polytechnic University
Wake Forest University
Washington University
Washington and Lee University
Wellesley
Yale University

Approximately 99% of Walton's graduates attend post-secondary institutions.

APPENDIX – J

INSURANCE STATEMENT



**cobb
county
public
schools**

November 5, 2002

BOARD OF EDUCATION

Curt Johnston, *Chairman*
Gordon O'Neill, *Vice-Chairman*
Lindsey Tippins
Betty Gray
Laura Searcy
Johnny Johnson
Teresa Plenge

SUPERINTENDENT

Joseph J. Redden

TO WHOM IT MAY CONCERN:

The Cobb County Public School System is self-insured for all areas of General Liability. Specific funds are budgeted and set aside each year for this purpose. This program is established in accordance with O.C.G.A. 20-2-990; 20-2-992; and 20-2-993 group.

Sincerely,

Dennis McGovern
Risk Manager

Post Office Box 1088 • Marietta, Georgia 30061 • Telephone: (770) 426-3300

APPENDIX – K

ANNUAL REPORTS