



Executive Summary

Corbett High School

Corbett School District #39

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Corbett is a K-12 school serving 797 students. Last school year, approximately 31% of Corbett's students were eligible for Federal Free and Reduced Lunch services. The student body is predominantly White. Hispanic and Asian students represent less than 10% of the student body. Corbett families report a total of 8 languages spoken at home but fewer than 1% of Corbett students are identified as being in need of ESL services. The district employs 46 teachers and approximately 10 full time support staff plus 3 part-time administrators and 1 SPED/ESL director. The Corbett community is an unincorporated, semi-rural area immediately east of greater Portland. Over the past 2 to 3 decades, the Corbett community has shifted from a natural resource-based economy to a commuter-based economy in which the bulk of Corbett residents work outside of the Corbett area. The resulting shift in political and educational viewpoints poses challenges with respect to school reform and funding efforts. Five years ago, a charter school was opened in order to facilitate the entry of out of district students into Corbett. Currently, Corbett Charter School enrolls just over 400 students who attend school in the same building and, in the case of the high school, in the same classes with the same teachers as Corbett School District students. The relationship between the charter school and Corbett School District has also changed over time, resulting in unique management dilemmas with respect to student discipline and school policies. Corbett is known externally primarily due to its emphasis on multi-age classrooms, place-based and project-based learning in grades K-8 and on college-preparatory and AP For All in the high school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Corbett School District board of directors has adopted the following goals and objectives for the 2013-2014 school year:

Foster intellectual development, maintain and plan for adequate facilities, develop plans for safety and transportation during the school day, operate the district in a fiscally responsible manner, and build trust in District communication among School District communities.

These goals and objectives are addressed through a district-wide emphasis on community and strong student-teacher relationships. This emphasis is visible in Corbett's multi-aged classrooms in which a student spends 3 years with one teacher. Additionally, Corbett Middle School conducts daily morning meetings and regular overnight field trips in an effort to encourage and build community. The district embraces an educational model of continuous development in which each student works on those concepts or ideas which are "next" for that individual. Corbett High School aggressively pursues the educational and personal development of every student through a combination of targeted intervention, Friday school (Corbett operates on a 4 day school calendar), summer school where necessary, specialized lunch time study sessions aimed at the freshman class, and a program of "Freshman Fridays" operated in cooperation with Outward Bound to build confidence, community, and positive work habits. Additionally, virtually every student participates in Advanced Placement coursework throughout their time in high school and Corbett administers an on-campus school-day SAT for every district junior. These programs are undertaken in an effort to expand the opportunities available to every student upon graduation and to remove any barrier that might exist to the realization of those opportunities.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In 2008, Corbett Middle School was named as Middle School to watch and Corbett High School began to be ranked prominently on Newsweek's list of Best High Schools. Since that time, Corbett has received attention primarily as a result of the position of Corbett High School in the ranking of American High Schools according to Newsweek, U.S. News and World Report, and the Washington Post. On all three of these lists, Corbett High School has placed in the top 0.5% of high schools considered. Over the past three years, Corbett High School has directed additional efforts towards addressing the needs of students who are not making adequate progress towards graduation. Specifically, targeted intervention and Friday school were implemented in recognition of the fact that, while Corbett's graduation rate is high, it is not 100%. This fall, specialized intervention and Friday programs targeted towards the freshman class were instituted in a concerted effort to see that every Corbett School District freshman completes a minimum of 6 credits and is on track towards graduation.

Currently, Corbett School District is engaged in campus-wide effort to re-focus and re-strengthen our math program. Over the past several years, district leaders have noted a falling off of Corbett's passing rates in the OAKS math assessment. Where, in previous years Corbett strongly exceeded state averages, during the 2012-2013 school year Corbett students in all grades met or just exceeded state averages. To remedy this, teachers across the district have engaged in a combination of efforts, including:

Increased time devoted to math during the school day

Improved communication between students' core teachers and math classes

Updated materials and curriculum with specifically-designed materials for course modification where necessary

Reduced class size in math classes

Increased presence of adults as math tutors including aides, school administrators, and student teachers

Targeted lunchtime math study sessions

Cross-age math tutors (High School students) assisting younger students as an organized, concerted class.

Specific goal setting on the part of all Corbett administrators.

Finally, this fall Corbett High School re-instituted a Career and College Coach position designed to provide students with the assistance they require in order to move into the next phase of their lives. Well over 100 students (about 50% of the in-district high school student body) have made use of these services. Six universities have made lunch-time presentations and two evening financial aid informational sessions have been scheduled.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We have no additional information to present.