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# Calvert High School

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Greetings Cavalier Community:

I would like to thank all of you who participated in the end of the year climate survey last spring and give you some feedback on the results along with what we have planned to address your input.

## 5 Highest Rated Responses

Survey Statement	Percentage of respondents who Strongly Agree or Agree
The school's goals are communicated effectively to families and the community through the website, newsletters, school message, etc.	91%
My children feel safe at this school.	91%
My children understand the learning goals they are expected to reach.	91%
The primary emphasis of this school is improving student learning.	86.3%
My children have a positive attitude about attending this school.	86.3%

Over 84% of respondents agreed or strongly agreed they were satisfied with Calvert High School, and the majority of all responses on the survey were positive. Thank you for your support and belief in the staff at CHS!

## 5 Lowest Rated Responses

Survey Statement	Percentage of respondents who Strongly Disagree or Disagree
Teachers communicate with families about student progress regularly.	38.96%
Discipline problems are handled fairly and in accordance with the CCPS Student Code of Rights and Responsibilities.	16.89%
The school staff listens carefully when I express my opinions and concerns.	15.59%
Students at this school respect those who are different from them.	14.28%
The administration deals with problems and conflicts in a fair manner.	12.34%

Parent communication is very important to us. We are working hard behind the scenes to build processes which help families feel more supported and informed.

Another area which received several comments was in the area of “de-tracking” and concerns about mixing various perceived ability groups of students. While CHS is not de-tracking, we are implementing principles of proportional scheduling to include students from underrepresented groups in our most rigorous courses. The goal of this effort is to create opportunities for all students while remaining committed to the highest quality instruction. Please refer to our Frequently Asked Questions at the end of this document for further information regarding scheduling.

Finally, I thought it would be helpful to include a portion of the communication which I share with our staff each year and includes some of the principles by which we at CHS serve our school community:

### Principal’s Vision for Calvert High School

Calvert High School will exemplify attributes of the finest Maryland Public Schools and become a premier school in which to work and learn.

### CHS Mission

Calvert High School, where “Involvement Equals Success,” works in cooperation with our parents and our community to ensure that all students will be presented with opportunities for academic excellence and lifelong learning. By promoting respect for individuality and encouraging the importance of responsibility and citizenship, we strive to enable our students to become productive contributors in an evolving society.

### How we do it

- We believe every student can be successful and is worthy of our uncompromised attention and investment in their success.

- We produce graduates who are **truly** ready physically, mentally, morally, and culturally to thrive in a post-secondary environment.
- We value diversity and are committed to an inclusive, welcoming education.
- We put our students and each other first.
- We are professionally thoughtful in everything that we do.
- We have a “Can do” approach.
- We are committed to process improvement.
- We know what we do is difficult, and we accept the challenge of providing a world class education to the students of Calvert High School.

### **CHS 2019-20 School Improvement Goals**

- 1) Decrease the number of disruptive behaviors as measured by discipline referrals.
- 2) Increase the number of academically eligible students.
- 3) Increase the number of students from underrepresented groups participating in and passing Advanced Placement courses with a grade of “C” or higher.

I thank you for your participation in last year’s survey and look forward to serving you even better in 2019-2020 and beyond.

Sincerely,

*Steven V. Lucas*

Steven Lucas, Ed. D.  
Principal

## **Frequently Asked Questions about the scheduling philosophy at Calvert High School**

**Is Calvert High School “De-Tracking”?** No. There are still many levels of courses available to students and certain disciplines require students to sit in specific courses based on their history in pre-requisite courses.

**What has changed about the scheduling philosophy at Calvert High School?**

Scheduling of many classes in math, science, social studies and English Language Arts were traditionally scheduled after grouping students into real or perceived ability groups. The staff at Calvert High School has embarked on a new scheduling model which seeks to include all students in as many of our most rigorous courses as possible.

**Why did the scheduling philosophy change?** The tradition of scheduling students by ability groups risked excluding many students from opportunities of participating in the most rigorous courses in high school and thereby not giving them the best preparation for college or career. Scheduling by ability groups can even perpetuate learning gaps which exist between our highest and lowest achieving students. After reviewing our practices, we found we could better serve all students by exposing them to as many of our most rigorous courses as possible.

**What does this mean for my student?** For students who have traditionally selected Honors and Advanced Placement courses, nothing about their course selections or course participation will change. For many students who have traditionally participated in so-called “Standard” level courses, they will now be scheduled proportionally into certain Honors level courses.

**Isn’t my student going to struggle with the harder courses?** Students will struggle and we expect it to be hard. Yet, we have found, the students who have been participating in the new model are thriving and succeeding at either the same or even higher levels than before. Teachers are working hard to provide all students with the highest quality instruction which includes providing scaffolding strategies and other support for students who may not be used to the rigor. In our most recent evaluation of standardized testing, students who previously took exclusively “standard” courses, but took “Honors” courses prior to their assessments scored higher on average.

**Will my High Achieving student be affected?** No. Instruction is still rigorous and expectations remain high for all students. Data does not suggest this type of scheduling has negatively affected the performance or achievement of our highest performing students.

**How can teachers be successful with such a wide variety of abilities in the same classroom?** Teachers are already highly qualified and trained to offer a variety of teaching methods and practices to account for not only ability levels, but also learning styles and even interests. This technique called “differentiated instruction” has always been a point of emphasis and training. Additional professional development has been offered after school and during the summer for the past two school years to help teachers gain an even better understanding of how to reach all students.

**How does this affect Advanced Placement courses?** This scheduling initiative does not affect Advanced Placement options or placements.