

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 [] Charter

Name of Principal Mrs. Tracie G. Fleming
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 201 Walt Banks Road
(If address is P.O. Box, also include street address.)

Peachtree City GA 30269-1391
City State Zip Code+4 (9 digits total)

County Fayette State School Code Number* 0182

Telephone (770) 631-3232 Fax (770) 631-3278

Web site/URL www.mcintoshhigh.com E-mail fleming.tracie@fcboe.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 _____

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

District Name Fayette County Tel (770) 460-3535

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 _____

Name of School Board
President/Chairperson Mrs. Terri Smith
(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 _____

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

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 2007-2008 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: 17 Elementary schools
 5 Middle schools
 Junior high schools
 5 High schools
 2 Other : Evening High School, Alternative

 29 TOTAL
2. District Per Pupil Expenditure: \$7,315.00 (2005-06); \$7,775.00 (2006-07)

 Average State Per Pupil Expenditure: \$7,426.00 (2005-06)

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. 4 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:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	257	216	473
2				10	204	189	393
3				11	221	172	393
4				12	184	187	371
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1630

6. Racial/ethnic composition of the school: 80 % White
10 % Black or African American
5 % Hispanic or Latino
5 % Asian/Pacific Islander
_____ % 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: 8%

[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	50
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	74
(3)	Total of all transferred students [sum of rows (1) and (2)]	124
(4)	Total number of students in the school as of October 1	1630
(5)	Total transferred students in row (3) divided by total students in row (4)	.076
(6)	Amount in row (5) multiplied by 100	7.6%

8. Limited English Proficient students in the school: 1 %
17 Total Number Limited English Proficient

Number of languages represented: 5

Specify languages: Spanish, Chinese- all dialects, Korean, other- European & Japanese

9. Students eligible for free/reduced-priced meals: 6%

Total number students who qualify: 102

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: 7 %
109 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>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>24</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>45</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>3</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>5</u>	<u> </u>
Classroom teachers	<u>95</u>	<u>3</u>
Special resource teachers/specialists (Counselors, Media, ISS)	<u>8</u>	<u> </u>
Paraprofessionals	<u>9</u>	<u> </u>
Support staff	<u>9</u>	<u> </u>
Total number	<u>126</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1
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	95 %	96 %	96%	95 %	95 %
Daily teacher attendance	92 %	96 %	94 %	93 %	93 %
Teacher turnover rate	18 %	14 %	14 %	17 %	23 %
Student dropout rate (middle/high)	2 %	1 %	1 %	2 %	1 %
Student drop-off rate (high school)	2 %	3 %	2 %	4 %	3 %

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

Graduating class size	<u>368</u>
Enrolled in a 4-year college or university	<u>82</u> %
Enrolled in a community college	<u>7</u> %
Enrolled in vocational training	<u>5</u> %
Found employment	<u>4</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Legend suggests that the land on which our campus sits was once an Indian burial ground. Named for the famous Creek Indian, Chief William McIntosh, our high school emerged in 1982 as the second in our county. Today our school system includes five comprehensive high schools, an alternative school and an evening high school. McIntosh High still strives to be chief in academic and extracurricular success. Landlocked, facility expansion is limited; however, in the past three years, we added a 1.4 million dollar gymnasium and physical education facility and renovated the former gymnasium into a fine arts auditorium. With approximately 1630 students in our learning environment daily, our concerns focus on mundane issues like limited parking and crowded halls. Parking nearly 400 student automobiles on campus each day may not be unusual for a high school campus; however, the 300 student golf carts we park on campus is a rather unique find. Our small city's population of 37,500 people offers five golf courses and 80 miles of golf cart paths which enable movement about the city, hence the golf cart parking on our campus.

The mission of our faculty and staff is simple. We strive to provide the necessary opportunities, skills and knowledge to create successful, lifelong learners. Our faculty has articulated six core beliefs:

- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- In addition to demonstrating their understanding of essential knowledge and skills, students also need to be actively involved in solving problems and producing quality work.
- Teachers, administrators, parents, students, and the community share the responsibility for advancing the school's mission.
- Positive relationships and mutual respect among students and staff enhance student learning.
- A relevant comprehensive and challenging curriculum sets high academic standards for all students.
- As a faculty we focus on the learning and not only on the teaching.

The curriculum beyond the core subjects extends to opportunities in art, music, foreign languages, technology, business education, family and consumer sciences, construction, and healthcare science. MHS provides opportunities for Advanced Placement coursework, and dual enrollment in technical colleges, or in neighboring four-year colleges and universities. Additionally we have a multilayered approach in support for students who are not meeting goals for success. These include our Quest Lab for extending or acceleration of learning with tutors, student support services, and inclusion of special education students in the regular classroom with learning support specialists and regular education teachers sharing the classroom teaching and learning environment. Extracurricular opportunities include twenty seven athletic teams, thirty five clubs, competitive marching band, concert band, seven chorus groups, orchestra, Ambassadors, Peer Leaders, and Principal's Advisory Team.

Chief William McIntosh was the leader of his people for many years, always trying to lead by fostering harmony with the government and settlers of the state of Georgia. He was a cutting edge leader who worked to bring his people the best. At McIntosh High School, we strive to give our students the best education by leading with research based strategies and programs and by teaching our students to be productive citizens in the community of Peachtree City and beyond. McIntosh High School has been honored in 1987 and in 2001 as a Georgia School of Excellence. We are proud to be nominated as a National Blue Ribbon School of Excellence. Our school's mission for our CHIEFS:

Commitment to
High standards of
Interpersonal and academic
Excellence
For the
Success of ALL students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: In Georgia, state assessments are the Georgia High School Graduation Test in math, science, English, and social studies (GHSGT) and the Georgia High School Graduation Writing Test (GHSWT). These tests are administered to juniors and are reported as percent of students passing for all first-time examinees. Score reports also disaggregate populations: students with disabilities, gender, ethnicity, and economically disadvantaged. Students must pass all parts of these criterion-referenced tests in order to graduate with a high school diploma.

The Governor's Office of Student Achievement awarded McIntosh a gold award for the high percentage of students, 97.58 percent, meeting and exceeding state standards in the 2005-2006 school year. As teachers analyze testing data, instruction is designed to move students from satisfying state standards to exceeding state standards. Specific attention is given to disaggregated data in the social studies and science domains with regard to the economically disadvantaged students and students with disabilities. Our school's goal is to improve these students' academic performance and move a higher percentage of the students, presently less than 70 percent, to the exceeds state standards category.

Implemented in 2004-2005, End-of-Course Tests are criterion-reference tests which assess the statewide curriculum of specific high school courses. The tests count as 15 percent of the student's course grade in eight content areas: Algebra I, Geometry, Economics, 9th grade English, 11th grade English, Physical Science, Biology, and US History.

2. Using Assessment Results: Georgia High School Graduation and End-of-Course test results are analyzed to develop department goals for each content area. Teachers evaluate the strands to determine areas of deficiency and plan instruction to address the curricular needs. The departments work collaboratively to create a school-wide focus and to implement strategies to strengthen student performance. CRCT, PSAT, and SAT scores are analyzed for placement of students in appropriate coursework and/or programs of study, including Advanced Placement, remedial, and study skills classes. Data is also analyzed to identify patterns in student failures and successes; interventions such as creating an additional math support class to remediate weaknesses are implemented. Technology generated data from AP Potential assists teachers in the enrollment process of students in Advanced Placement classes. County-level curriculum coordinators assess data to assist departments in making curricular decisions and improving instructional strategies and activities that focus on students' weaknesses. Disaggregated data provides information to identify the strengths and weaknesses of special populations. The guidance department evaluates student progress through school grade reports, conducting parent-teacher conferences and counseling students who are struggling academically. An orientation to the Quest Lab's tutorial programs is provided to students new to McIntosh, who are identified by the guidance department as at-risk. Seminars for freshman students and their parents are conducted quarterly by the Quest Lab, in addition to the distribution of the booklet, *How to Make Good Grades in High School*. Parents of students who are failing a minimum of one class on the mid-semester grade report are invited to an academic strategies program conducted by the administration and guidance staff; eighty-four families attended the most recent session.

3. Communicating Assessment Results: Assessment data describing McIntosh High School's success and academic achievement is communicated using multiple strategies to inform students, parents, and the community. Daily in classrooms, teacher-designed assessments are used to provide students feedback on their progress. This year's implementation of an internet based grading program, MyGradebook.com, allows students and parents twenty-four hour access to student's grades and teachers' feedback. Formal progress reports or report cards are distributed every four and a half weeks.

Standardized test scores are mailed to parents or are given to the students in sessions with a counselor who provides assistance in the interpretation and use of these scores. Conferences and parent-student seminars are additional ways in which we communicate messages regarding student performance and assessment results. The Guidance Department conducts parent informational meetings for each class: four year plans for freshmen, PSAT analysis with sophomores, SAT and ACT, Georgia High School

Graduation Test and End-of-Course-Test preparation with juniors and transition to the post secondary setting with seniors.

Group data is available on the Georgia Department of Education web-site, through our school system web-site, and on our school web-site. We use newsletter columns, School Council meetings, PTSO meetings, and the school profile pamphlet that is distributed through the Guidance Department as part of “New Student” packets to report to the stakeholders.

4. Sharing Success: Sharing successes is one way we can pay it forward and share with other schools strategies that work for McIntosh High School. Locally we share with other high schools through regular monthly meetings of principals, assistant principals, guidance counselors, and academic department chairs. An annual administrative retreat provides opportunities for all county administrators and curriculum central office personnel to share ideas and programs. As members of the Georgia Association of Secondary School Principals, our administrative team attends quarterly meetings to collaborate and network with high school administrators from six surrounding counties. Administrators’ involvement in the Georgia Leadership Institute for School Improvement, Aspiring Principals Participating in Leadership Enhancement, County Mentoring and Administrative Internship programs, and in various county-level committees provide opportunities for sharing, modeling, and promoting success in the county and state.

In the state and national arenas, our administrative team has presented during the last five years at the Georgia Association of Secondary School Principals conference and Technical Preparation conference. English department members have shared at the Georgia and National Council of Teachers of English conferences. McIntosh math teachers have presented at the annual Georgia Math conference in Rock Eagle. Science teachers have presented at Georgia Science Teacher Association’s state conference. Members of our social studies department have participated in federal teaching American History grants, including “Linking American History” and “Creating a Nation” programs, where they were able to share ideas and learn from other history teachers in collaboration with tri-county schools. Guidance Department members have presented at the Georgia School Counselors state conference and have been instrumental in promoting data-driven counseling programs in our county and state.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** McIntosh High School's core curriculum includes foreign language, social studies, math, science, and English. Electives in the areas of fine arts, physical education and career technical offerings are available for student selection. Classes are offered through the traditional sixth period day, nine weeks grading period, and two semesters per year schedule.

The basic curriculum is enhanced as we offer accelerated learning opportunities for students who choose to take Advanced Placement courses in US History, European History, Psychology, Biology, Chemistry, Physics, Statistics, Calculus, Spanish, Art, English Literature and English Language. Seventeen percent of the student population is enrolled in one to five Advanced Placement classes; with an average of 75 percent of the students scoring a three or higher. Students are offered the opportunity to be dually enrolled in neighboring colleges including The University of West Georgia, Georgia State University, Clayton State University, Gordon College, and Griffin Technical College. Additionally, students may choose to complete a maximum of eight on-line courses during their four year tenure at McIntosh to either accelerate their learning or accommodate course work they are not able to schedule in their daily schedule.

For students who struggle with success in the basic curriculum, additional support is available through study skills classes and in our Quest Lab tutorial program. Support is offered for our special needs population through resource classes, collaborative instruction in the regular education classroom, and consultative services. Support services are determined by the IEP teams at annual meetings. Also available for our students is the opportunity to take classes at our Fayette County Evening High School for credit recovery.

French, German, Latin and Spanish are the four foreign languages offered at McIntosh. A minimum of 92 percent of our students enroll in the foreign language program with approximately 40 percent of that population furthering their study in a third and/or fourth year. Helping students become humane, rational, participating citizens in a democratic society with an emphasis on critical thinking as students relate the past to the future is the goal of our social studies department. The development of logical thinking and problem solving skills with an emphasis on real world applications is the focus of our math curriculum. Investigations, research, and demonstrations supplement teacher-directed instruction in our science classrooms. Students are engaged in inquiry-based learning to synthesize, analyze, and evaluate data to prove hypotheses. Strategic skills for these departments include developing competency in reading and interpreting charts and graphs. English classrooms engage students in speaking, listening, reading, and writing tasks that are designed to support and extend the school-wide curriculum. Analyzing literature, writing business letters, creating resumes, and writing persuasive essays assist students in their pursuit of post-secondary options. Writing is emphasized in all content areas.

Elective course offerings provide opportunities for students to develop talents or pursue areas of interest. Students can choose from several levels of band, chorus, or orchestra classes, as well as music theory in the fine arts department. Speech, debate, and drama offer versatility for those excelling in the communicative arts. Art class offerings include drawing, painting, sculpture and visual arts. Physical Education classes encourage fitness for life. Graduation requirements include a minimum of one semester of health and one semester of personal fitness. The Career Technical department offers classes in Family and Consumer Science, Business, Graphic Arts, Construction, Healthcare Science, and Technology. Additionally this department offers a new Teacher Cadet class and Youth Apprentice opportunities.

Rigor, relevance and relationship building is the philosophy of Bill Daggett and the Model Schools Consortium. McIntosh students, faculty, and community embrace and support the high standards and pursuit of excellence embodied in this philosophy in our day to day practices.

2b. (Secondary Schools) English: Adhering to our Georgia Performance Standards curriculum, which was revised and implemented in the 2005-2006 school year, our English department seeks to teach with a variety of strategies. The 9th and 10th grade curriculum uses a world literature survey curriculum while seeking to teach speaking, listening, reading and writing skills. The 11th grade curriculum is focused on American literature, and the 12th grade curriculum is taught through British literature. Reading a variety

of grade appropriate and challenging material, students learn important vocabulary and stylistic devices and learn how to critically analyze the literature looking for meaning and finding relevance to their lives. Students learn to write effectively according to purpose and audience. Each grade has a research component which is a major portion of their summative assessment. Teachers in our English department also use a program written and published by one of our former teachers called Daily Grammar Practice to enhance the student's knowledge of grammar and its correct usage in the written and spoken language.

Students who have demonstrated a reading deficiency on standardized tests are enrolled in a reading class embedded within a ninth grade English course. Tutorial services are available before and after school, offered in a learning lab or by individual teachers. ESOL sheltered English classes are provided to assist students for whom English is not their first language. A combination of these components result in success for our students on the End-of-Course-Test administered in English in ninth and eleventh grades contributing to a 97 percent passing rate. Furthermore, English competency is demonstrated on the state writing test where students achieve a 96 percent first time success rate.

3. Additional Curriculum Area: McIntosh High School science department seeks to teach students to use the scientific method in their everyday problem solving. Students participate in a variety of labs in each science area to learn to use microscopes, to learn through dissections and to use biotechnology equipment. Outdoor classroom experiences and web based learning increases inquiry learning and student-based discovery. Microbiology, Anatomy and Physiology, Environmental Science, and Oceanography are science elective courses offered in addition to the standard Physical Science, Biology, Chemistry, and Physics courses. Skill building in the areas of analysis, calculation, estimation, and comparisons is an essential component to the science literacy taught at McIntosh High School.

Students in our science department demonstrate their learning through participation in the Science Fair, participation in the Science Olympiad program, and by serving the community through the Adopt-A-Stream program. Recently our city changed the way the city's water supply is managed based on MHS student research and data collection presented at the city council meeting. The Environmental Club manages a recycling program throughout the school. Through hands on and application based learning, our science students relate to real world and real life.

4. Instructional Methods: The implementation of research-based instructional strategies to enhance student learning has been the focus of our school's improvement plan for the last three years. School-wide study of *Classroom Instruction That Works* by Robert Marzano launched our implementation. Our faculty and staff believe we should use a variety of learning and assessment tools to differentiate instruction to insure success for all students. Walking into our classrooms, one might see direct instruction, discussion, lab assignments, demonstrations, cooperative groups, project presentations, internet research, or Socratic seminars. Common tools of assessment would be found in the English and Science departments as they have developed rubrics to use in grading student work. Technology utilization is common in all classrooms. PowerPoint presentations, Smart Boards, and computer assisted instruction allows teachers to provide 21st century instruction in our classrooms. Five computer labs and one mobile laptop lab with wireless internet capacity are available for students and teachers. Our website has teacher links where teachers post notes or PowerPoints as well as assignments for students to access.

Portfolios, research projects, and performances are common assessments used in conjunction with traditional testing. Common rubrics developed by individual departments provide students with uniformity in and understanding of the assessment tool.

5. Professional Development: Professional Development is an integral part of what we do as teachers. As we expect students to be lifelong learners, we should expect no less of ourselves as we continue to perfect our art. For the past three years, our school improvement plan and professional development plans have been linked. Our departments create school wide goals which support district goals. Each department looks at how to support teachers in meeting school wide goals. Each teacher then creates his/her own professional development plan within his/her portfolio. Professional development is individual, site based, or curriculum directed.

At the school level, our professional development begins with mentoring new teachers. In addition to an individual mentor, our new teachers meet monthly as a group to have a forum for learning. Site-based courses are designed to help teachers with site-based goals. Examples of courses taught at our school in the last few years are Classroom Management, Lab Safety, Effective Practices, Web Design, and numerous book studies. Once a month teachers meet during their planning periods with an administrator to focus on school wide issues including the implementation of our safety plan, child abuse reporting, or instructional issues.

At the county level, the focus of professional learning has been the implementation of the Georgia Performance Standards. Each curriculum area has an “unpacking” year and an implementation year for their standards. Our district has curriculum coordinators for each area who have been instrumental in helping teachers make the paradigm shift from content standards to performance standards. Many hours of professional development have been devoted to this shift in teaching strategies.

Individually our teachers are encouraged to attend their content area state and national conventions; duty coverage, travel expenses, and registration fees are absorbed through our professional development funds. Professional development funds have provided approximately \$13,000 for thirty-three teachers to attend national conferences during the current year. Attendees at conferences return to the school setting and share their acquired knowledge with other teachers.

PART VII - ASSESSMENT RESULTS

GEORGIA HIGH SCHOOL GRADUATION TEST

Subject English/LA

Grade 11

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	99	98	98	96	99
% At Exceeds State Standards*	88	82	89	83	78
Number of students tested	364	370	356	301	352
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>Female</u> (specify subgroup)					
% At or Above Meets State Standards	100	99	92	99	98
% At Exceeds State Standards	91	86	90	83	80
Number of students tested	178	187	195	168	169
2. <u>Male</u> (specify subgroup)					
% At or Above Meets State Standards	98	98	99	98	100
% At Exceeds State Standards	86	79	88	83	81
Number of students tested	186	183	161	133	151
3. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	87	87	92	-	-
% At Exceeds State Standards	56	60	67	-	-
Number of Students Tested	16	15	12	-	-
4. <u>Students with Disabilities</u>					
% At or Above Meets State Standards	100	89	83	82	100
% Exceeds State Standards	38	44	52	29	67
Number of Students Tested	16	27	23	17	21
5. Ethnic Subgroups <u>Asian</u>					
% At or Above Meets State Standards	94	90	93	100	93
% At Exceeds State Standards	82	52	73	86	-
Number of Students Tested	17	21	15	22	14
6. Ethnic Subgroups <u>Black</u>					
% At or Above Meets State Standards	100	97	92	96	99
% At Exceeds State Standards	67	72	76	79	69
Number of Students Tested	27	32	25	24	16
7. Ethnic Subgroups <u>Hispanic</u>					
% At or Above Meets State Standards	94	100	-	85	-
% At Exceeds State Standards	81	77	-	64	-
Number of Students Tested	16	13	-	17	-
8. Ethnic Subgroups <u>White</u>					
% At or Above Meets State Standards	99	99	99	100	98
% At Exceeds State Standards	91	86	91	85	82
Number of Students Tested	299	296	304	234	274

* Denotes first time test takers

GEORGIA HIGH SCHOOL GRADUATION TEST

Subject Math
Grade 11

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	98	98	98	99	97
% At Exceeds State Standards*	85	82	85	79	78
Number of students tested	365	371	357	300	352
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. <u>Female</u> (specify subgroup)					
% At or Above Meets State Standards	99	98	98	98	98
% At Exceeds State Standards	84	80	82	80	81
Number of students tested	178	187	195	195	168
2. <u>Male</u> (specify subgroup)					
% At or Above Meets State Standards	99	98	98	99	98
% At Exceeds State Standards	87	85	90	76	82
Number of students tested	187	184	162	131	152
3. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	88	87	100	93	-
% At Exceeds State Standards	63	40	46	40	-
Number of Students Tested	16	15	13	15	-
4. <u>Students with Disabilities</u>					
% At or Above Meets State Standards	81	82	78	82	100
% Exceeds State Standards	50	41	39	29	67
Number of Students Tested	16	27	23	17	21
5. Ethnic Subgroups <u>Asian</u>					
% At or Above Meets State Standards	100	100	93	100	93
% At Exceeds State Standards	82	81	93	86	-
Number of Students Tested	17	21	15	22	14
6. Ethnic Subgroups <u>Black</u>					
% At or Above Meets State Standards	96	94	96	96	99
% At Exceeds State Standards	48	50	56	79	69
Number of Students Tested	27	32	25	24	16
7. Ethnic Subgroups <u>Hispanic</u>					
% At or Above Meets State Standards	88	100	-	85	-
% At Exceeds State Standards	69	77	-	64	-
Number of Students Tested	16	13	-	14	-
8. Ethnic Subgroups <u>White</u>					
% At or Above Meets State Standards	99	98	99	100	98
% At Exceeds State Standards	90	87	89	85	82
Number of Students Tested	300	297	305	234	274

GEORGIA HIGH SCHOOL GRADUATION TEST

Subject Science
Grade 11

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	93	89	89	92	91
% At Exceeds State Standards*	52	41	40	45	26
Number of students tested	365	370	357	297	352
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. <u>Female</u> (specify subgroup)					
% At or Above Meets State Standards	93	85	84	93	89
% At Exceeds State Standards	49	32	36	44	22
Number of students tested	178	186	193	166	169
2. <u>Male</u> (specify subgroup)					
% At or Above Meets State Standards	94	92	95	91	95
% At Exceeds State Standards	55	51	46	46	33
Number of students tested	187	184	164	131	152
3. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	63	67	69	93	-
% At Exceeds State Standards	19	13	15	31	-
Number of Students Tested	16	15	13	13	-
4. <u>Students with Disabilities</u>					
% At or Above Meets State Standards	56	67	50	51	86
% Exceeds State Standards	25	26	21	13	19
Number of Students Tested	16	27	24	16	21
5. Ethnic Subgroups <u>Asian</u>					
% At or Above Meets State Standards	82	81	73	96	93
% At Exceeds State Standards	41	24	60	29	-
Number of Students Tested	17	21	15	21	14
6. Ethnic Subgroups <u>Black</u>					
% At or Above Meets State Standards	74	72	56	84	81
% At Exceeds State Standards	11	16	24	42	-
Number of Students Tested	27	32	25	24	16
7. Ethnic Subgroups <u>Hispanic</u>					
% At or Above Meets State Standards	82	77	-	85	-
% At Exceeds State Standards	44	8	-	31	-
Number of Students Tested	16	13	-	13	-
8.. Ethnic Subgroups <u>White</u>					
% At or Above Meets State Standards	96	92	93	93	93
% At Exceeds State Standards	57	46	42	47	29
Number of Students Tested	300	297	305	232	275

GEORGIA HIGH SCHOOL GRADUATION TEST

Subject Social Studies

Grade 11

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	98	97	97	95	97
% At Exceeds State Standards*	77	74	68	59	56
Number of students tested	365	370	357	292	352
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. <u>Female</u> (specify subgroup)					
% At or Above Meets State Standards	98	96	97	94	97
% At Exceeds State Standards	74	71	59	59	52
Number of students tested	178	186	194	161	168
2. <u>Male</u> (specify subgroup)					
% At or Above Meets State Standards	97	97	97	97	98
% At Exceeds State Standards	80	76	79	59	67
Number of students tested	187	184	163	131	152
3. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	69	73	100	92	-
% At Exceeds State Standards	44	40	46	38	-
Number of Students Tested	16	15	13	13	-
4. <u>Students with Disabilities</u>					
% At or Above Meets State Standards	76	81	83	65	100
% Exceeds State Standards	38	48	25	24	38
Number of Students Tested	16	27	24	17	21
5. Ethnic Subgroups <u>Asian</u>					
% At or Above Meets State Standards	95	91	80	100	100
% At Exceeds State Standards	71	48	67	38	29
Number of Students Tested	17	21	15	21	14
6. Ethnic Subgroups <u>Black</u>					
% At or Above Meets State Standards	96	87	92	91	100
% At Exceeds State Standards	44	31	32	52	44
Number of Students Tested	27	32	25	23	16
7. Ethnic Subgroups <u>Hispanic</u>					
% At or Above Meets State Standards	88	100	-	85	-
% At Exceeds State Standards	50	69	-	54	-
Number of Students Tested	16	13	-	13	-
8. Ethnic Subgroups <u>White</u>					
% At or Above Meets State Standards	98	98	99	96	98
% At Exceeds State Standards	82	80	72	62	64
Number of Students Tested	300	297	305	228	274

GEORGIA HIGH SCHOOL GRADUATION TEST

Subject Writing

Grade 11

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES*					
% At or Above Meets State Standards*	97	95	97	97	92
% At Exceeds State Standards*	91				
Number of students tested	362	387	350	313	354
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. <u>Female</u> (specify subgroup)					
% At or Above Meets State Standards	99	95	96	99	93
% At Exceeds State Standards					
Number of students tested	177	198	192	164	165
2. <u>Male</u> (specify subgroup)					
% At or Above Meets State Standards	94	94	97	97	95
% At Exceeds State Standards					
Number of students tested	185	189	158	135	148
3. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	75	58	86	92	
% At Exceeds State Standards					
Number of Students Tested	16	24	14	13	-
4. <u>Students with Disabilities</u>					
% At or Above Meets State Standards	93	67	78	83	88
% Exceeds State Standards					
Number of Students Tested	15	30	27	18	17
5. Ethnic Subgroups <u>Asian</u>					
% At or Above Meets State Standards	88	95	82	100	86
% At Exceeds State Standards					
Number of Students Tested	17	19	11	21	14
6. Ethnic Subgroups <u>Black</u>					
% At or Above Meets State Standards	90	88	84	92	81
% At Exceeds State Standards					
Number of Students Tested	30	40	25	25	16
7. Ethnic Subgroups <u>Hispanic</u>					
% At or Above Meets State Standards	83	78	-	100	-
% At Exceeds State Standards			-		-
Number of Students Tested	12	18	-	10	-
8. Ethnic Subgroups <u>White</u>					
% At or Above Meets State Standards	98	96	99		
% At Exceeds State Standards					
Number of Students Tested	299	302	299		