

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Ronald Tesch

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

Official School Name Milton High School

(As it should appear in the official records)

School Mailing Address 13025 Birmingham Highway

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

Milton

Georgia

30004-7306

City

State

Zip Code+4(9 digits total)

County Fulton

State School Code Number* 0106

Telephone (770) 740-7000

Fax (770) 667-2888

Web site/URL http://www.miltonhighschool.com/

E-mail teschr@fultonschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. James Wilson

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

District Name Fulton County Schools

Tel. (404) 768-3600

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Julia Bernath

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 54 Elementary schools
 _____ 19 Middle schools
 _____ 0 Junior High Schools
 _____ 12 High schools
 _____ 8 Other
 _____ 93 TOTAL
2. District Per Pupil Expenditure: _____ 8688
 Average State Per Pupil Expenditure: _____ 8729

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 10 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
Pre K			0	7			0
K			0	8			0
1			0	9	322	315	637
2			0	10	305	296	601
3			0	11	268	248	516
4			0	12	230	244	474
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							2228

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 4 | % Asian or Pacific Islander |
| 8 | % Black or African American |
| 4 | % Hispanic or Latino |
| 83 | % White |

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 5 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	46
(2)	Number of students who transferred from the school after October 1 until the end of the year	57
(3)	Total of all transferred students [sum of rows (1) and (2)]	103
(4)	Total number of students in the school as of October 1	2228
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 1 %
- | | |
|----|---|
| 25 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 10

Specify languages:

- Spanish
- Chinese (Mandarin and Cantonese -- listed under Chinese on SASI)
- Korean
- Arabic
- Vietnamese
- Russian
- Latvian (other European on SASI)
- Italian
- Wollof (other African)
- Haitian Creole

9. Students eligible for free/reduced-priced meals 4 %

Total number students who qualify: 87

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 %
141 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>1</u>	Autism	<u>2</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>62</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>56</u>	Specific Learning Disability
<u>11</u>	Emotional Disturbance	<u>5</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>3</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u> </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>104</u>	<u>7</u>
Special resource teachers/specialist	<u>23</u>	<u> </u>
Paraprofessionals	<u>5</u>	<u> </u>
Support Staff	<u>12</u>	<u>7</u>
Total number	<u>149</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of 22 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99 %	99 %	99 %	99 %	99 %
Daily teacher attendance	92 %	92 %	91 %	90 %	91 %
Teacher turnover rate	16 %	12 %	26 %	32 %	14 %
Student drop out rate (middle/high)	1 %	1 %	1 %	1 %	2 %
Student drop-off rate (high school)	5 %	6 %	4 %	7 %	7 %

Please provide all explanations below

Over the past 5 years Milton High School has experienced a fluctuating teacher turnover rate. Two major factors that contributed to this fluctuation include the opening of Alpharetta High School in 2004 and the opening of Milton High's new campus in 2005.

When Alpharetta High School opened it drew from Milton High's student population and created a smaller teacher population through transfers and surplus. In 2005 Milton High moved from its traditional location in Alpharetta to a new location resulting in a higher than average teacher retiree figure.

Graduating class size	436	
Enrolled in a 4-year college or university	86	%
Enrolled in a community college	5	%
Enrolled in vocational training	1	%
Found employment		%
Military service		%
Other (travel, staying home, etc.)		%
Unknown	8	%
Total	100	%

PART III - SUMMARY

Since 1921, Milton High School has been opening its doors for students of the Alpharetta and North Fulton communities. During this span of time, Milton High has earned numerous awards and honors, including the recognition as a Georgia School of Excellence, designation as one of 100 'Outstanding High Schools' in the United States by U.S. News and World Report, and consistent yearly acknowledgement in Newsweek's compilation of the best schools in the nation, proving, at Milton we, the administration, the teachers, and the parents take our mission of providing a 'learning environment that fosters academic and personal excellence, while preparing our students for the 21st century' seriously.

Milton High's teachers and parents build the foundations which our students use to succeed. As masters of their craft, Milton teachers combine high standards with relevancy, to create an atmosphere where all students can learn. At the heart of Milton's success are the high expectations and support for all students to achieve at high standards. We emphasize rigor and quality in classroom instruction. We recognize that students have different learning styles which require teachers to vary instructional strategies to ensure that all will be successful. Our teachers are supportive, positive and nurturing. By continually challenging traditional core assumptions about teaching and learning, we develop effective strategies, so students will be interested, engaged, motivated and ultimately successful. The teachers are actively encouraged and trained to implement best practices and research-supported techniques in their classrooms. Our faculty believes that teaching is no longer 'telling', nor is learning merely 'receiving'. Here, students have a shared responsibility for the learning process. They become co-creators of knowledge, who gain better insight when they are personally invested. As well, the high level of parent involvement at Milton High School makes a positive difference which benefits the students, the school, and the community.

Instrumental in creating an environment where students want to develop a love of life- long learning is a relevant core curriculum coupled with an environment of respect for the individual to dare to try. Our courses of study are designed to provide a challenging curriculum that is current, relevant, and demanding, while preparing graduates for the demands of higher education and for life. For students to experience success, they must feel safe, appreciated and respected. We believe that each member of our faculty, staff and student body deserves to be treated with dignity and respect, in a physically and psychologically safe environment. We acknowledge the inherent worth of each individual and we support students.

At Milton we foster and encourage student involvement in athletics, the arts, and civic clubs. These are all vital pieces of our educational and community patchwork. Starting in the 9th grade, our students are encouraged to get involved and become a part of the Milton Family. Large comprehensive high school can be daunting for 9th graders, so at Milton High School, we have a Freshman Academy, where our youngest students are nurtured by a select staff of teachers who work to help our students make connections: academic, social, educational, and extra-curricular. In doing so, students learn what it means to be a part of a safe family, which allows them the ability to find their voice at Milton High. Here, our students are invited and encouraged to investigate and join the more than 50 active clubs, band, orchestra, drama, and 20 varsity, junior varsity and freshman athletic teams.

As a result of our endeavors, Milton High School has grown over the decades to become a standard of excellence. The students, teachers, parents, and staff believe in providing a safe, supportive, and challenging environment in the Milton community where each part contributes and makes a difference. Working together, we prepare our students for excellence in the 21st century.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Since 2001 Milton High School has been using the Georgia High School Graduation Test (GHSGT) to measure student achievement in both English and Mathematics to meet the standards of accountability set by No Child Left Behind (NCLB). According to the Georgia Department of education's website, <http://www.doe.k12.ga.us/index.aspx>, to make Adequate Yearly Progress (AYP), Georgia schools have to register a 95% participation rate as a school and in any subgroup with at least 40 students on the GHSGT and schools also must meet or exceed the State's Annual Measurable Objectives which are based on scores achieved on the English and Mathematics portion of the GHSGT. The Georgia Department of Education reports four levels of competency that students achieve based on their performance on the GHSGT. These levels are Did not Meet, Meet, Exceed, and Meet plus Exceed.

In 2002-03 Milton High did not make AYP due to a portion of its identified subgroups lack of participation in the testing program. Since that point, Milton High has made AYP meeting both participation and achievement requirements. During this period Milton High's scores rose in each area consistently performing above the state and local averages. Performance and participation on these tests have resulted in Milton High meeting No Child Left Behind's definition of Adequate Yearly Progress (AYP) 4 years in a row and earning state honors as a Gold Level Performer on state assessments for 2006 and 2007.

When looking at a break down of Milton High's scores, understanding the reasons for our fluctuating student population from 2002-03 to 2004-05 is crucial. Milton High had an overall decrease in test participants during that time. In August 2002 and again in August 2004 Fulton County opened Northview High School (2002) and Alpharetta High School (2004) to accommodate the tremendous growth in our county. Both additions pulled from Milton High's student population. During that time period, the fluctuation in the overall students tested also resulted in an overall decrease in Milton High's identified subgroup. Furthermore, this fluctuation resulted in two subgroups, Asian and Multi-Racial, falling below the required 10 members necessary to be identified as such.

In terms of academic performance on each test, Milton has achieved steady gains in the overall student body on both the English and Mathematics Tests. Milton High's English scores in the category of '%Meeting' plus '%Exceeding' increased or stayed constant from 2002 to 2006. English scores reached the pinnacle of achievement in 2006 when 100% of the student tested either met or exceeded the state standard. This was coupled with an ever increasing percentage of the students exceeding state standards. During this same period, Milton High's subgroups decreased in number of test takers, while overall achievement as recorded as a percentage remained constant or increased.

Milton High's Mathematics scores show overall growth over the past 5 years, resulting in 100% of the students being identified as Meeting and/or Exceeding state standards in 2006-07. Part of this success has been a yearly increase in students meeting plus exceeding the state standards since 2003-04. Milton High's identified subgroups experienced an overall gain in percentage of students exceeding the state standards during this period. Two subgroups, Students with Disabilities and Hispanics, achieved increasing results every year since 2003 in the percentage of those who met plus exceeded state standards.

Overall, Milton student groups and subgroups, out performed and remain at the top of the state averages. As our population has fluctuated and grown, our participation rate has been 100% for all groups.

2. Using Assessment Results:

Milton High School understands that assessment should drive instruction. Ensuring teachers, students, and parents understand that assessment results create the foundation by which we formulate our School Improvement Plan (SIP) is key to allowing us to deliver focused and individualized instruction. Technology is a vital tool in storing, communicating, and analyzing assessment data from national, state, and county assessments results.

Milton High Schools use of assessment data to develop its yearly School Improvement Plan resulted in the 2007-08 plan aligning 23 of the 28 goals directly to data driven student achievement objectives. The School Improvement Plan contains specific targets derived from past results that are based on improving student achievement in areas including 9th grade transition, Math and Science state testing, sub group

performance on state assessments, and Advanced Placement results.

Milton High devoted 20 hours of professional development on five early release days in 2007-08 to ensure its faculty is trained and encouraged to use data driven assessment and instruction. Teachers and Administrators have been trained to use Fulton County's Student Achievement Management System (SAMS) to access student achievement data that is correlated to Georgia's Performance Standards. Data in SAMS also includes pre and post assessment results from Fulton County's Checkpoints assessment initiative which allows teachers to measure learning gaps in content specific knowledge and modify their instruction accordingly.

Milton High's comprehensive use of achievement data drives teacher reflection, teacher instruction, and ultimately student growth. Teachers are trained where to find assessment data, how to communicate the results of county and state assessments in a meaningful manner, and finally how to analyze data to ensure instruction is effective and relevant for all students.

3. Communicating Assessment Results:

Milton High School understands that clear communication concerning student performance is vital in creating an atmosphere of collaboration as teachers, students, parents and the community work together to increase student achievement. At Milton High the main vehicles of communication of achievement data are through the Counseling Department and via various technologies.

Milton High's Counseling Department is responsible for many of the methods used to communicate a student's academic performance either in a particular class or on national or state exams. The Counseling Department conducts face to face meetings and small or large group orientations to communicate and interpret different assessment results. Part of the role of the Counseling Department is to send progress letters to parents of freshman, sophomore, and junior students failing two or more classes and to parents of senior students failing one or more classes at the 12 week grading period both first and second semester. This intervention supplements regular six week grade reports and allows students, parents, and teachers' time to successfully intervene with strategies designed to increase a student's achievement. The Counseling Department also conducts an in-service for all sophomores to interpret PSAT scores. During a student's junior year, counselors conduct individual meetings with students and parents to go over the Georgia High School Graduation Test and also provide college planning. In addition, the Counseling Department is available to students and parents for interpretation of Advanced Placement Exams, End of Course Tests, ASV AB, ACT, and SAT results.

Another means of communicating assessment data from teacher to parent is via technology. Parent Connect is a service that allows direct connection between parents and teachers. This service provides up to date access to student performance in their specific classes, attendance and discipline data. Currently, Milton High has 1,858 registered users for this service.

4. Sharing Success:

Milton High School is proud of its success. The success of our students is due to a collaborative effort between staff within the school building and the community surrounding the school. We consider this community to include not only local parents and business partners, but also other schools within our district. We are deliberate in our efforts to communicate to parents and business partners as to how they can help us be successful, and we feel a responsibility to share with other schools in our district as to how we are able to achieve the success we enjoy.

Milton High School's Science Department demonstrates the collaborative nature of the overall school community. The Science Department is currently leading a vertical team consisting of feeder elementary and middle schools, and another high school in our district. The goal of the vertical team is to design a sequence of learning that builds with increasing depth and complexity from elementary through high school to increase achievement and success for all students. In addition to creating a scaffold learning path, our vertical team has encouraged coordination and communication among teachers from various schools and at all grade levels.

Another project initiated by the Science Department concentrated on note taking skills. Recognizing that our successful students were more adept at note taking than those students less successful, we formed a team of elementary and middle school teachers and led them in a session on the skills of taking notes. As part of the collaboration, guidelines were generated for how to introduce note-taking to elementary students, how to assist in the development of note-taking in middle school, and how to help students

master their note taking skills early in high school to aid in their success throughout high school.

All the departments of Milton High School are as equally committed as the science department to the success of the school and understand our continued success depends on help from our community and in our efforts to help others be successful.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Milton High School is a comprehensive college preparatory institution which prides itself in offering a variety of classes to ensure its student body has access to a rigorous and diverse curriculum. Ensuring a range of classes are offered within a course sequence from remedial to Advanced Placement is as important to Milton High as offering a variety of courses across the different disciplines.

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Milton High's core curricular areas include Language Arts, Math, Science, Social Studies, and World Language. The content of these curricular areas are driven by the Georgia Performance Standards and supplemented by Milton's teachers' ethic of building organic collaboration. All core academic areas are dispersed throughout the building's four wings to provide opportunity for informal interdisciplinary discussion. Beyond this physical design, the structure of Milton's curriculum is set by each curricular areas course sequence.

The Language Arts curriculum sequence begins with 9th Grade Literature and is followed by 10th Grade Literature both of which are offered at the honors and regular level. During a student's junior year, they can choose from 11th Grade Literature, honors or regular, or AP Language. At the senior level, a student can choose between 12th Grade Literature, College English, or AP American literature. This sequence of classes is supplemented by English Elective courses including Newspaper, Yearbook, SAT Preparation, and Speech/Forensics.

The Mathematical curricular progression offers students the following path: Applied Problem Solving, Applied Algebra, Algebra I, Geometry (honors or regular), Algebra II (honors or regular), Advanced Algebra Trigonometry, Algebra III, Honors Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, and Calculus III. This comprehensive course progression provides students with ample selection to meet Georgia's graduation requirements and allows students to enter college with course credit.

The Science curriculum sequence starts with students taking Biology (honors or regular) in 9th Grade. In 10th Grade, students move onto either Physical Science (honors or regular) or Chemistry (honors or regular). In a student's 11th Grade year they can choose from Earth Systems, AP Environmental Science, Chemistry (honors or regular), or Physics (regular or AP). By 12th Grade a student's science elective choices include AP Biology, AP Chemistry, or AP Physics B or C.

The Social Studies course sequence begins with Political Science in the 9th Grade. In the 10th Grade, students take World History (regular or AP). A junior chooses between AP or regular United States History. All students in 12th Grade take Economics (regular or AP). Other elective options include Current Issues, International Affairs, Sociology, AP European History, and AP Government.

At Milton High we offer three courses of study in World Languages: Spanish, French, and Latin. The Spanish course sequence is as follows: Spanish 1, Spanish 2 (honors or regular), Spanish 3 (honors or regular), Spanish 4 (honors or regular), Spanish 5 Honors, and AP Spanish. Similarly, the French Language sequence is French 1, French 2 (honors or regular), French 3 (honors or regular), French 4 (honors or regular), and AP French. The Latin sequence is as follows: Latin 1, Latin 2, Latin 3 Honors, and Latin 4 Honors.

Milton High's Visual and Performing Arts Program reflects our commitment to rigor and to student interest. Milton High offers course sequences in the Visual Arts, Band, Orchestra, Drama, and Chorus. These pathways offer beginning courses to five different Advanced Placement courses including AP Music Theory, AP Art History, and AP Studio Art.

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2b. (Secondary Schools) English:

The 9-12 English curriculum taught by 19 enthusiastic teachers encompasses world and American literature. Students can elect college preparatory, honors, Advanced Placement, or joint enrollment college-level English. An ESOL-certified instructor oversees evaluation and placement of students for the ELL program. We also offer an elective SAT prep class and three journalism classes. Another elective, Basic Reading/Writing, is designed to accelerate students to achieve on-level reading and writing skills. Although the curriculum typifies almost any Georgia school, the classroom environment at Milton teems with originality and vivacity. A peek inside any English classroom would reveal a passionate and knowledgeable teacher interacting with a group of lively and animated students.

The lesson-planning process at Milton involves collaboration and vertical teaming. Using essential questions as guidelines, teachers work in cross-curricular teams to prepare meaningful, experiential-learning assignments. Teachers include best practices such as Socratic seminars, cooperative learning, and simulations to increase student involvement and interest, validating the statement declared by brain-based learning experts that, 'Emotion drives attention and attention drives learning.' The collaborative lesson plans create the emotion that drives even the most apathetic students to read, write, and think critically.

Standards-based educational methods, high interest materials, and school-wide teamwork create ideal conditions to support students who read below grade level. English teachers embrace the differentiated classroom model characterized by ongoing assessment of students. A key factor in the successful

implementation of differentiated classroom techniques is the dedication of special education teachers assigned to the regular classroom. Team teachers work with the regular classroom teachers to carry out differentiated variables essential to student success. They make it possible, in a seamless way, to help any struggling student succeed. Perhaps our most unique and innovative method of helping struggling students is a service project carried out by the members of the National Honor Society. Each week, 86 hardworking students provide 100 or more hours of free tutoring to Milton students. The popular and successful program helped 128 students reach their academic goals fall semester. Here at Milton, learning in the English department expands far beyond required expectations. Alexander Pope's words 'A little learning is a dangerous thing. Drink deep, or taste not from the Pierian spring,' express the department philosophy well.

3. Additional Curriculum Area:

The Milton High School Learning Community provides a safe, supportive, and challenging learning environment that fosters academic and personal excellence for all students as they prepare to succeed in the 21st century.

In the area of school safety, the math department provides four math teachers who serve on the Milton safety/security team. The security team coordinates security for students where and when students have to be released, and they provide assistance at the Reunification Site. One half of the math teachers are certified in CPR and have been trained to use the defibrillator. The goal of Milton's Math department is to create an environment that allows each student to meet his potential and to meet all challenges in a successful manner

In the area of student support, the Milton math department is a leader in facilitating programs that help students raise assessment scores.

Interaction with feeder middle school teachers through Vertical Teaming
Cross observations between middle and high school teachers
Curriculum integration with middle school teachers
Consistent placement guidelines for all levels of students
Horizontal Teaming within the math department
Consistent instruction and content coverage
Collaborates on assessment and projects

In the area of a challenging and learning environment, math teachers are strategically placed in academies among other disciplines. Because of the academic environment, math students are constantly monitored for success.

Peer tutoring provided by National Honor Society
Before and after school individuals tutored
Study Hall team tutoring
Math enrichment offered
Everyday, every study hall
Math certified support teacher
Math and Robotics Teams
Varsity and Junior Varsity math teams
Robotics team awards(Engineering Design Creativity and FIRST Robotics Peachtree Regional)

4. Instructional Methods:

The faculty and staff at Milton High School believe that all children learn differently. We also know that all students can learn anything given the proper support and meaningful, relevant connections to the material. At Milton High we begin preparing our students to be life-long learners in the 9th grade.

In the 9th Grade Academy, our students are supported and guided by our interdisciplinary 9th grade advisement program, called The F.U.S.E (Freshman Using Strategies to Excel), inspired by the Novel, Rocket Boys, written by Homer Hickam, who says, 'A rocket can't fly unless someone lights the fuse.' Using Learning Focus Strategies, the 9th grade academy staff developed 12 topics in the form of 12 essential questions for students to ask themselves during the course of the year. From that we developed 12 week long lessons, divided into five 10-15 minute lessons which each core academic 9th grade teacher facilitates. During a FUSE Week, each student will have received instruction from each of their core teachers, so that at the end of the week, each student will be able to answer the essential question provided at the beginning of the week. These questions include: 'How do I learn best?' 'What type of learner am I?', and 'How do I prepare for final exams?' In addition, every student reads the novel Rocket

Boys in his/her Literature class, and all core teachers connect their respective disciplines to the novel throughout the course of the year. As result of our freshman endeavors, our students have a firm foundation on which to build, and they are ready to accept the rigor and identify the relevance of the curriculum in their Sophomore, Junior and Senior years.

At Milton we believe interdisciplinary instruction is one of the key factors in making information relevant while maintaining high standards and rigor. For students in the 10th grade year, we integrate the 10th Grade World Literature courses with the 10th Grade World History courses. Our teachers work in teams to show our students that literature is written to preserve one person's perception of history. In doing so, the two disciplines support each other, which allows the teachers and the students to make more relevant connections.

5. Professional Development:

Milton High School offers many opportunities for its teachers, staff, and administrators to participate in professional development. All efforts support and advance the goals of Milton High School's Improvement Plan. Professional development at Milton is aimed at equipping teachers with the ability to interpret data, use it to inform instruction, and create effective assessments. Participation in Educational Conferences, Learning Matters, and the Milton Institute of Teaching ensure that our faculty members remain highly qualified. By taking advantage of these opportunities, they acquire the 100 hours required by the Georgia Professional Standards Commission for certification renewal each five years.

During 2006 -2007, Milton High was chosen as one of the Fulton County schools to pilot Learning Matters. This program of early release days for students gave us time on five Wednesday afternoons to hold professional development training sessions tailored to our faculty. This successful pilot was extended to all Fulton County Schools beginning 2007-2008. This year we have held sessions on data driven assessment, webpage design, counseling issues, staff wellness, CPR & AED certification, course consistency teams, and vertical teaming with our feeder middle schools. Each year this program allows our faculty members to complete over 20 hours of professional learning.

Through the Milton Institute of Teaching (MIT), Milton High offers a variety of in-house professional development classes before or after school. Courses offered through MIT generally focus on day to day instruction, technology, & assessment skills. Milton encourages faculty members to attend local, state, and national conferences by paying the registration fees for these conferences. Teachers submit requests to the Curriculum Assistant Principal who then evaluates the effectiveness of the focus of the conference in supporting our SIP. Teachers sent to conferences share the knowledge acquired with other faculty members upon return. Forums for sharing include department meetings, MIT classes, and Learning Matters sessions.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 12 Test Georgia High School Graduation Test English Language Arts
 Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets + Exceeds	100	98	98	98	98
% "Exceeding" State Standards					
Advanced/Exceeds	94	91	87	85	82
Number of students tested	469	442	430	537	637
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meets + Exceeds	96	92	100	96	100
% "Exceeding" State Standards					
Advanced/Exceeds	86	76	78	85	57
Number of students tested	22	25	18	27	37
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Meets + Exceeds	81	83	84	84	87
% "Exceeding" State Standards					
Advanced/Exceeds	56	52	44	59	44
Number of students tested	16	23	25	32	54
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets + Exceeds	90	91	86	79	94
% "Exceeding" State Standards					
Advanced/Exceeds	90	55	71	53	53
Number of students tested	10	11		19	17
4. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets + Exceeds	88	0	100	95	100
% "Exceeding" State Standards					
Advanced/Exceeds	88	0	82	80	96
Number of students tested	16	0	17	20	23

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets + Exceeds	100	99	93	92	97
% "Exceeding" State Standards					
Advanced/Exceeds	83	84	88	86	78
Number of students tested	470	442	430	538	637
Percent of total students tested	100	100	99	100	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meets + Exceeds	82	84	89	70	95
% "Exceeding" State Standards					
Advanced/Exceeds	73	72	67	63	50
Number of students tested	22	25	18	27	38
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Meets + Exceeds	63	61	44	56	79
% "Exceeding" State Standards					
Advanced/Exceeds	38	39	32	44	36
Number of students tested	16	23	25	32	53
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets + Exceeds	91	82	64	68	88
% "Exceeding" State Standards					
Advanced/Exceeds	82	73	57	53	59
Number of students tested	11	11		19	17
4. Asian/Pacific islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets + Exceeds	81	0	100	95	100
% "Exceeding" State Standards					
Advanced/Exceeds	81	0	100	85	96
Number of students tested	16	0	16	20	23