

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Odessa W. Richards
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Savannah Arts Academy
(As it should appear in the official records)

School Mailing Address 500 Washington Avenue
(If address is P.O. Box, also include street address)

Savannah, GA 31405-2322
City State Zip Code+4 (9 digits total)

County Chatham State School Code Number 625-0499

Telephone (912) 201-5000 Fax (912) 201-4160

URL:
<http://www.savannah.chatham.k12.ga.us/schools/default.aspx?schoolname=Savannah%20Arts%20Acad.>

E-mail odessa.richards@savannah.chatham.k12.ga.us

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. Thomas B. Lockamy, Jr.

District Name Savannah-Chatham County Schools Tel. (912) 201-5600

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 Mr. Hugh S. Golson

I have reviewed the information in this package, 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 _____

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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: 30 Elementary schools
 11 Middle schools
 0 Junior high schools
 7 High schools
 8 Other
 56 TOTAL
2. District Per Pupil Expenditure: \$7,790
 Average State Per Pupil Expenditure: \$7,774

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. 3 months (Interim) Number of years the principal has been in her/his position at this school.
5.5 years 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	77	132	209
2				10	66	122	188
3				11	54	94	148
4				12	36	77	113
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL							658
→							

6. Racial/ethnic composition of the students in the school:
- 74% White
 - 20% Black or African American
 - 3% Hispanic or Latino
 - 3% 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: 3%

[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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	577
(5)	Total transferred students in row (3) divided by total students in row (4)	.0329
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 69

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: 3%
21 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </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>3</u>	<u> </u>
Classroom teachers	<u>47</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>18</u>	<u>3</u>
Total number	<u>69</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 14:1

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	94%	94%	95%	94%	96%
Teacher turnover rate	16%	18%	20%	21%	20%
Student dropout rate (middle/high)	0%	0%	0%	1%	1%
Student drop-off rate (high school)*	3%	3%	3%	3%	3%

*The drop-off rate is due to students who move or are withdrawn for disciplinary infractions.

14. (**High Schools Only**) Show what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	<u>126</u>
Enrolled in a 4-year college or university	<u>90 %</u>
Enrolled in a community college	<u>0 %</u>
Enrolled in vocational training	<u>3 %</u>
Found employment	<u>0 %</u>
Military service	<u>1 %</u>
Other (travel, staying home, etc.)	<u>1 %</u>
Unknown	<u>5 %</u>
Total	100 %

Summary

Savannah Arts Academy first opened its doors to students in August, 1998 in a 1930s building located in historic Ardsley Park. The school began as a dedicated visual and performing arts academy and charter school; however, after five years, the school community chose not to renew the charter. The school now exists as the district’s only dedicated magnet and the only high school for the visual and performing arts in the area. The population is made up of students from all eleven public middle schools as well as private schools in the county. Students from surrounding counties are also enrolled on a tuition basis.

The mission of the school is to develop graduates who exemplify academic and artistic excellence. The curriculum, instructional strategies, resources and leadership decisions revolve around that mission. Students are enrolled in seven classes per year, earning a total of 28 Carnegie units during their high school career. All students are enrolled in a college preparatory course of study; however, many students are simultaneously enrolled in a career/technical preparation program. A wide variety of Advanced Placement courses are offered in both academic and artistic subject areas. In the graduating class of 2005, 94.4% qualified for the HOPE Scholarship. The HOPE Scholarship is a state scholarship program funded by the Georgia Lottery. Students who maintain an 80% average in academic courses are eligible to receive the HOPE Scholarship.

Many students have earned Carnegie credit while in middle school; this allows these students the opportunity to take additional academic and arts classes in their junior and senior years. Among these choices are opportunities to participate in joint enrollment with local colleges and internships with local businesses.

Savannah Arts Academy offers five major areas of study for students: dance, theatre, music, communication arts and visual arts. Music major students select an emphasis in vocal music, orchestra, band or piano. In addition, communication arts students can receive a seal in career/technical education because that program of study meets both requirements.

The vision of Savannah Arts Academy is to be a school of academic and artistic excellence united in partnership with the community and academia. Students are challenged to fulfill their artistic potential while meeting and exceeding the high academic standards established by an interdisciplinary school and community-wide curriculum. The stakeholders envision our school as the catalyst for new technology and the arts prepare students to become creative and imaginative thinkers who are able to ignite the imagination of a new generation of explorers.

An extensive selection of art, athletic, and academic extra-curricular activities are offered. These include, but are not limited to: volleyball, cross country, swimming, wrestling, golf, soccer, tennis, track and field, One Act Play Festival, Literary Competition, Science Club, Odyssey of the Mind, National Honor Society, Beta Club, Thespian Society, Future Business Leaders of America, Academic Decathlon, Model United Nations, Georgia Mock Trial, Spanish Honor Society, French Honor Society, and Georgia Southern University Oratorical Competition in Spanish and French. All students are required to complete ten hours of community service each year as part of the school's belief that education exists beyond the school walls.

Cross-curricular activities supported by the use of technology are evident in the classroom as well as in the hallways, display cases, and the media center. Interdisciplinary experiences allow students to connect knowledge and experiences from different subject areas; for example, the Music Department collaborates with the History Department for the opening of Georgia Day activities. Students participate in numerous field trips each year that enrich and support the curriculum.

Assessment Results

The Georgia High School Graduation Test (GHS GT) is designed to certify Georgia high school students for graduation and serves as the state's accountability measure for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2001. Information on Savannah Arts Academy's performance on the GHS GT may be found at:

<http://reportcard2005.gaosa.org/k12/reports.aspx?TestType=QCC&ID=625:499>.

These tests are based on the state-adopted curriculum and help ensure students have mastered the content necessary to be successful in a competitive job market and in post-secondary education. The content area exams are administered for the first time to 11th graders who take the writing test in September and the remainder of the tests the following March. The tests consist of multiple-choice questions and a writing prompt. The performance levels for the graduation exam are Pass Plus, Pass, and Fail. Test results are reported on a scale of 400-600; students must achieve a scaled score of 500 in each subject area tested to pass. The Pass Plus score for English/Language Arts is 538; the Pass Plus score for Mathematics is 535.

The Governor's Office of Student Achievement awarded Savannah Arts Academy the Platinum Award for Highest Percentage of Students Meeting all Standards based on the 2004-2005 State Report Cards data. Platinum Schools must have made Adequate Yearly Progress (AYP) for three consecutive years and have a minimum of 35% of students Exceeding Standards and at least 98% of Students Meeting and Exceeding Standards.

Because of our nearly perfect passing rate, Savannah Arts Academy focuses more on the percentage of students who score at the Pass Plus level, and many of our goals for improvement are based on that information.

In the area of English/Language Arts, all students passed this test for the last three years. There has been a steady increase in the number of students scoring at the Pass Plus level, from 81% to 98%. In the last two years, there has been minimal disparity between racial groups, but three years ago, a more substantial difference was noted between Caucasian and African-American student scores. This data demonstrates significant progress towards eliminating the achievement gap between these ethnic groups.

In the area of mathematics, all students passed the test in the last two years, and 99% passed three years ago. The number of students scoring at the Pass Plus level increased from 67% to 90%. In the subgroups, the Caucasian students increased the Pass Plus scores from 73% to 98%; the African American students increased from 46 to 70%. There is a notable difference between the racial subgroups.

Although each subgroup has improved at a similar pace, they remain divided by a difference of 28% points.

Using Assessment Results

The Savannah Arts Academy uses a comprehensive assessment system to monitor and evaluate student learning and to improve curriculum and instruction in a variety of ways. Teachers provide students with a grading rubric and performance expectations at the beginning of the school year. Classroom teachers regularly evaluate students using tests, portfolios, projects, and research papers. In addition, teachers use the practice tests for the Georgia High School Graduation Test (GHS GT) and the actual exam to evaluate the students' mastery of the curriculum objectives. The PSAT taken by all students in grades 9 – 11 annually serves as an evaluation and diagnostic tool. The administrative staff and School Improvement Leadership Council (SILC) collaboratively gather and analyze the results of the PSAT and the End of Course Testing (EOCT) to assure the alignment of teaching strategies with instructional support and resources. The EOCT is mandated by the Georgia Board of Education to ensure all Georgia students have access to a rigorous curriculum that meets high expectations and to provide information to improve student achievement through effective instruction of the standards in the state-adopted curriculum.

Savannah Arts Academy uses this empirical data from standardized test scores and compares it to district, state, and national averages to determine school improvement efforts. This allows the areas needing improvement to be identified and ensures that improvement efforts are data driven. When school improvement issues occur, the school administration and the School Improvement Leadership Council meet to develop a plan. Once this is determined, the department chairs meet with their departments to brainstorm ideas and to develop specific strategies to implement a corrective action. The departments' strategies become a part of the overall Comprehensive School Improvement Plan which is implemented school wide. The school profile is updated annually as performance data becomes available.

Communicating Assessment Results

Savannah Arts Academy uses data to continually improve course sequencing, pacing, curricular planning, and policy decisions. Stakeholders are surveyed annually. Additionally, failure reports and other performance data are monitored routinely and utilized in decision-making. Communication implemented through the website is updated regularly to include timely information. Parents have daily access to *Parent Connect* through which they can monitor their child's academic progress in each class throughout the school year. With *Parent Connect*, parents can communicate with teachers through e-mail or receive e-mail notification of tardies, unexcused absences, missing assignments, failing grades, or discipline incidents. The Comprehensive School Improvement Plan is based entirely upon measurable data and performance standards and is revised annually with continual improvement expectations.

English, mathematics, science, and social studies departments mail notices to parents to inform them of available tutorial sessions for test improvement. The SAA guidance department sends information to each student's home relating to standardized testing, advisement and guidance opportunities applicable to students on each grade level.

The results of the Georgia High School Graduation Test (GHS GT) scores are reported to the districts, the schools, the students, and the parents approximately one month after testing occurs. Scores are reported to the public on an annual basis. Scoring of the writing test, a direct measure of student writing ability, takes eight weeks to receive results. Students receive a score report indicating a pass or fail score and show each content area scored as well as related strand scores (skills and content) for each skill area.

All testing data are compiled and used to compare skill of previous years' performance to current year results for longitudinal analysis. These data are used as empirical evidence of student learning and progress. Though individual student data is not available to the public, school averages are located on the Georgia Department of Education website, the Savannah-Chatham County School District website and the Savannah Arts Academy website. This information is used to show the results of the school's efforts to improve student learning.

Sharing Success

Savannah Arts Academy shares its best practices for student achievement through a variety of methods at the national, state, and district levels. SAA is a part of the Southern Regional Education Board *High Schools That Work (HSTW)* initiative. Teachers attend HSTW regional, state, and national conferences where best practices are shared through roundtable discussions and workshops.

The majority of the staff has received gifted certificate endorsement. During this training, teachers have shared successes with other teachers in the Savannah-Chatham County School District. Savannah Arts Academy staff, whose students have scored high on the Advanced Placement exams, have been asked to share their pedagogical techniques with other Advanced Placement teachers at Advanced Placement meetings.

SAA students who travel regionally and nationally are given an opportunity to demonstrate their artistic successes with other students and teachers. Within the Savannah-Chatham County Public School district, Savannah Arts Academy teachers meet with other educators in their disciplines to share their best practices and successes.

The Savannah Arts Academy website contains current news on the many successes of the students and staff. This information can be found at:

<http://www.savannah.chatham.k12.ga.us/Schools/High+Schools/Savannah+Arts+Academy/News/>.

Curriculum

SAA offers a research-based curriculum that supports best practices and defines expectations for student learning. Course syllabi are designed using mandated Quality Core Curriculum objectives, Georgia Performance Standards, and national/local standard requirements.

Georgia has two programs of study and SAA offers both: College Preparation and Career/Technical Preparation. Both College Preparation and Career/Technical Preparation offer seals with distinction. The College Preparatory curriculum prepares students for a four-year college program. The Career/Technical Preparation prepares students for the workforce, a technical institute/junior-college or traditional college program.

The curriculum challenges students in the arts and academics. Honors or Advanced Placement classes comprise 34% of the 103 courses offered. The curriculum provides opportunities for higher order thinking skills and allows investigation that encourages new applications of learning. Courses are aligned to build new knowledge on learning from previous classes. This progressive skill acquisition is monitored by teachers, counselors, and administration.

Academic programs are completed as required by the State of Georgia and the local school district policy. Students follow a program of study by art major and must earn a minimum of eight Carnegie units in the arts to graduate. Students must maintain at least an 80% overall average.

All students are required to complete four English courses emphasizing critical analysis of literature and the development of critical writing. All courses are Honors/Advanced level. Advanced Placement Language and Composition and Advanced Placement Literature courses are offered.

Four years of math courses are required for all students. Fundamental and advanced algebraic skills are developed in Algebra I and II courses, followed by advanced math concepts in Geometry and Trigonometry. Algebra III and AP Calculus courses are offered.

All students earn three science credits in Biology, Chemistry and Physics. Elective are Oceanography, Meteorology and Advanced Placement Physics and Biology. The science department focuses on the scientific method and comprehensive labs.

Three social studies credits are required in World History, U.S. History and Economics/American Government. Advanced Placement U.S. History and Advanced Placement European History are offered as electives.

All students earn at least two foreign language credits in French or Spanish. Advanced Placement French and Spanish courses are offered. Foreign language teachers incorporate the fundamentals of grammar, vocabulary, pronunciation and cultural exposure.

Music majors combine performance and music theory courses. Orchestra, band, piano and chorus majors take a course in the major, a theory course and additional music electives. Music ensembles perform several times annually. Advanced Placement Music Theory is offered as an elective

The Communication Arts department offers courses in Information Technology and Broadcast/Video Production. Students take basic computer applications and gain knowledge of the communication systems, developing skills in information technology, software systems management, operating systems, data communications, and the Internet. Broadcast and video production provides training in video production techniques, program production, editing, lighting, and graphics.

Dance students study various dance styles including jazz, tap, ballet, and modern dance. Students also study dance history and composition. SAA dancers demonstrate abilities through public performances.

Theatre majors study elements of stage productions such as script writing, building sets, using technology for productions and acting. A theatre history course is required. Productions allow students performance opportunities.

Visual arts majors study drawing, painting, sculpture, fibers, pottery, and photography after completing an art history course and comprehensive courses of a specific art emphasis. Advanced Placement Art is offered.

English Curriculum

Only a few students at Savannah Arts Academy read below grade level; the primary focus is improving scores on the SAT test and other state mandated tests. Students develop writing skills by having a cross curriculum writing journal in addition to the formal writing assessments in each English language class. Students write at least one piece using each of the modes of writing. Freshman and sophomore students are introduced to MLA format but are not required to write a full research paper. At the junior and senior level, each student performs in each of the modes of writing, in addition to completing a full research paper utilizing the MLA format.

The English language curriculum focuses on reading and comprehension skills, writing, and vocabulary building. At each grade level, students learn and build upon prior knowledge in each of the skill areas. Reading and comprehension skills are taught at all grade levels. At the freshman and sophomore level a genre course is offered. The genre course examines the short story, poetry, drama, and the novel. Each of these genres are used to provide additional topics for writing and are also used to develop student vocabulary in context. At the junior and senior level, survey courses are offered. American literature is read and discussed at the junior level, and British literature is read and discussed at the senior level. This literature is utilized to provide topics for writing, class discussion and development of vocabulary. Vocabulary skills are stressed with the desired results for better reading comprehension, educated writing styles and successful results on the SAT test and other state mandated tests.

Arts Curriculum

Savannah Arts Academy is a high school dedicated to developing academic and artistic excellence. Its students are required to take two courses per year in their arts area in conjunction with the required academic classes. Majors are offered in the areas of visual arts, music, dance, theatre, and communications, each one affording students the opportunity to develop creativity through professional training, master classes, exhibitions, performances, and a variety of coursework.

In support of academic excellence, all arts programs include reading and writing across the curriculum. Journaling, outside reading, and research emphasize the importance of academic excellence in all arts classes. Advanced course work is offered in all art areas in addition to Advanced Placement courses in Music Theory, Art History, and Art Studio. Professional guest artists come to SAA on a regular basis to provide further professional instruction and curriculum enrichment through instruction and master classes. The arts programs are also enhanced by numerous field trips.

The arts curricula give students the opportunity to develop and practice skills learned in the classroom through after school productions, competitions, and exhibitions. Students in all arts areas participate in adjudicated performances or exhibits at the local, region, state and national levels. These include, but are not limited to: The National Foundation for the Advancement of the Arts, "Art Awards," the Scholastic Arts and Writing Awards, and the Georgia Music Educators Association Festivals.

Students take their talents to the community through public shows and exhibits, strengthen their art and perform at a higher level of achievement. The school's mission of developing graduates who exemplify academic and artistic excellence is evident, not only in the test scores and high percentage of graduates entering four-year colleges, but in the professional quality productions and exhibits as well.

Instructional Methods

The Savannah Arts Academy employs effective instructional strategies aligned with the school's stated mission. Individual teachers, school administrators, academic departments, outside adjudicators, and school improvement committees frequently assess students' academic and artistic performances. The results are used to improve instruction and identify student learning needs. Teachers implement instructional strategies and activities advised by the Gifted Program and the College Board. For example, teachers consistently encourage students to use artistic talents and personal experiences in creating projects for academic classes. Teachers share scoring rubrics with the class prior to grading the assignments and direct students to focus on big ideas across the curriculum through journaling. Resource teachers in the Exceptional Child Program are active in the classrooms where identified students are in need of assistance using a full inclusion model. Weekly tutorials are offered in each department. English, social science, and science teachers require annual research-based projects and encourage students to utilize the Media Center. Guest speakers and guest artists frequently visit classes.

The Savannah Arts Academy provides services that facilitate learning for all students. Three computer labs are utilized and available to the students. A variety of specialized performance areas exist. Each classroom is equipped with a computer, a television, and a VCR. In the seven-hour school day, less than one hour is utilized for non-instructional activities (lunch and class changes), providing students with 360 minutes of instructional time per day.

Professional Development

Savannah Arts Academy's Professional Development Program has focused on two areas for the past five years, gifted certification and advanced placement training. All teachers (with at least three years of experience) are required to complete the four courses necessary to obtain gifted certification. Each summer a minimum of two teachers attend Advanced Placement training.

Throughout the year, teachers attend workshops and conferences relating to their subject area. These conferences help teachers learn new ways to incorporate technology and project-based lessons in the classroom.

The Savannah Arts Academy's staff has utilized the *High Schools That Work (HSTW)* initiative to develop best practices for setting high expectations for every student to graduate from high school prepared for further study and better job opportunities. The HSTW staff development has included: "Quality Teaching Strategies That Raise the Bar," "Developing Effective Focus Teams," "Developing a School Improvement Plan," along with "Rigor, Relevance and Relationships: the 'New' Three Rs for High Performance for All Students." All staff members received training on the "Teachers as Advisers" program which was implemented this year.

Approximately 68% of the Savannah Arts Academy staff hold advanced degrees. While pursuing these advanced degrees, the teachers and administrators learn about new strategies and classroom activities to increase student learning and success.

Assessment Results

Subject: **English/Language Arts** Grade: **11** Test: **Georgia High School Graduation Test**

	2004-2005	2003-2004	2002-2003
SCHOOL SCORES			
% Meets State Standards (Pass)	100	100	100
% Exceeds State Standards (Pass Plus)	98	96	81
Number of students tested	115	132	135
Percent of total students tested	100	100	100
Number of students with Non Standard Administration	0	0	0
Percent of students with Non Standard Administration	0	0	0
SUBGROUP SCORES (ethnicity)			
1. Caucasian			
% Meets State Standards (Pass)	100	100	100
% Exceeds State Standards (Pass Plus)	99	96	89
Number of students tested	81	90	83
2. African American			
% Meets State Standards (Pass)	100	100	100
% Exceeds State Standards (Pass Plus)	96	94	68
Number of students tested	27	34	41

There were too few students in the other ethnic groups to report the data.

Subject: **Mathematics** Grade: **11** Test: **Georgia High School Graduation Test**

	2004-2005	2003-2004	2002-2003
SCHOOL SCORES			
% Meets State Standards (Pass)	100	100	99
% Exceeds State Standards (Pass Plus)	90	86	67
Number of students tested	115	132	135
Percent of total students tested	100	100	100
Number of students with Non Standard Administration	0	0	0
Percent of students with Non Standard Administration	0	0	0
SUBGROUP SCORES (ethnicity)			
1. Caucasian			
% Meets State Standards (Pass)	100	100	100
% Exceeds State Standards (Pass Plus)	98	92	73
Number of students tested	81	90	83
2. African American			
% Meets State Standards (Pass)	100	100	97
% Exceeds State Standards (Pass Plus)	70	68	46
Number of students tested	27	34	41

There were too few students in the other ethnic groups to report the data.