

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Dr. Dorothy B. Gandy (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Augustus R. Johnson Health Science and Engineering High School (As it should appear in the official records)

School Mailing Address 1324 Laney Walker Boulevard (If address is P.O. Box, also include street address)

Augusta Georgia 30901-2726 City State Zip Code+4 (9 digits total)

Tel. (706) 823-6933 Fax 706) 823-6931

Website/URL N/A Email gandydo@boe.richmond.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

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

Name of Superintendent Dr. Charles G. Larke (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Richmond County School District Tel. (706) 737-7200

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

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 II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 35 Elementary schools
 10 Middle schools
 0 Junior high schools
 10 High schools

 55 TOTAL

2. District Per Pupil Expenditure: 6,063

 Average State Per Pupil Expenditure: 6,130.00

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. 2 Number of years the principal has been in her/his position at this school.
 3 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	42	83	125
3				10	37	69	106
4				11	31	65	96
5				12	32	57	89
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							416

6. Racial/ethnic composition of the students in the school:
- | | |
|----|----------------------------------|
| 26 | % White |
| 63 | % Black or African American |
| 2 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 8 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 4.52 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	442
(5)	Subtotal in row (3) divided by total in row (4)	0.045
(6)	Amount in row (5) multiplied by 100	4.52

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 31 %
142 Total Number Students Who Qualify

If this method is not a reasonably 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: 0.002 %
1 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>10</u>	<u>2</u>
Total number	<u>42</u>	<u>3</u>

12. Student-“classroom teacher” ratio: 1:25

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000
Daily student attendance	420	432	438
Daily teacher attendance	26	26	27
Teacher turnover rate	3	2	0
Student dropout rate	0	0	0
Student drop-off rate	4.25	4.19	3.97

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>108</u>
Enrolled in a 4-year college or university	<u>91</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u>3</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>2</u> %
Unknown	<u>2</u> %
Total	100 %

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

A.R. Johnson Health Science and Engineering High School is located at 1324 Laney Walker Boulevard in historic Augusta, Georgia. It is a magnet school composed of grades 9-12, and it draws students from each of the ten middle schools in Augusta, Richmond County, as well as local private schools. It also provides enhanced curriculum opportunities to talented students wishing to pursue a college preparatory curriculum with an emphasis on mathematics, science, engineering and medicine. There is a student population of approximately 500 students. The teaching staff consists of twenty-eight teachers and two administrators—one principal and one assistant principal.

A.R. Johnson was built in 1956 as a junior high school, and it was established during the 1980-81 school year as a pilot program using federal government funds from a Magnet Implementation/Planning Grant. The school opened in September of 1980 as a magnet school. The engineering component was added to the medical component in 1985, increasing both program diversity and interest in the school. A.R. Johnson has been fully accredited by Georgia Accrediting Commission and the Southern Association of Colleges and Schools since 1984. The school's surroundings include the Medical College of Georgia School and Hospital, University Hospital, the Veteran's Administration Hospital, Walton Rehabilitation Hospital, and the Richmond County Health Department.

A.R. Johnson operates on a seven period schedule, and students may choose electives such as study skills, environmental science, Shakespeare studies, writer's craft, psychology, sociology, speech, business law, and developmental research. Our school provides a strong core curriculum, offering five hours of college preparatory courses and two hours of health related or engineering related courses. Core curriculum courses include mathematics, science, social studies, English, and foreign language. Advance Placement classes are offered in mathematics, English, social studies and science. In keeping with our mission, "to educate students to become lifelong learners and productive citizens", our school also provides exciting and unique opportunities for exploring community and real life problems through partnerships with various allied health and engineering facilities. Students have the unique opportunity to acquire skills needed in the workplace and in post secondary education through problem solving in a hands-on applied learning environment. Students who complete our program of study receive a college preparatory seal and/or a technology preparatory seal for the health science or engineering track. As a means of gaining hands-on experience in the various medical facilities, students actually assist doctors and other health care providers. They also observe various medical procedures performed by doctors in real life settings. Because of this experience, many of our students matriculate to college pursuing careers in various health fields. In fact, of the 89 seniors in the 2003 graduating class, 54 of these students followed the medical curriculum where 36 of them will be pursuing careers in science and medical fields. Students on the engineering track are exposed, also, to various job work settings where they actually earn pay by completing co-op assignments in the area. Of the 35 students on the engineering track, 23 students have chosen to pursue careers in engineering and technology.

Over the past three years, our students have performed well on The Georgia High School Graduation Test with at least 98% passing in all areas each year. Such performance has been done on the writing test, as well. We feel that much of our success starts with our dedicated and caring staff, parent support, student motivation, and various community resources that offer career exploration and resources.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Student achievement at A. R. Johnson Health Science and Engineering High School has continued to exceed expectations; however, action plans are implemented to continue improvement. All data and reports collected inform students, parents, teachers, and school administrators at the local and state levels of the extent to which students are achieving and may suggest areas where improvement may be necessary. Student assessment data is collected from state graduation tests and college entrance exams. Since less than 90% of our students take Advance Placement exams or the ACT, data will be utilized from the SAT.

Students entering 9th grade for the first time after July 1991, are administered the Georgia High School Graduation Test (GHS GT). This test is administered in the fall to 11th grade students to assess writing skills. English/Language Arts, math, science, and social studies are assessed in the spring of the year. Students must pass all components of the graduation test as one part of the state requirement for graduation. The results are reported in scale scores of 400 – 600, with 500 as a passing score. In addition to a scaled score for each test, students' performance is described by percentile rank. This indicates how a score compares to the scores of other eleventh graders throughout the state of Georgia. Pass Plus scores designate those test scores that indicate outstanding performance on the tests. Pass Plus score minimums are determined by the state. Out of first time testers, our students have successfully passed all areas of the graduation test except in the areas of writing and science. In these two areas, our students continue to exceed the state passing rate with a 97 percent or above passing rate. In English/Language Arts and math our students have continued to maintain successful passing rates. Our students also receive considerable recognition for outstanding performance as indicated by Pass Plus. Subgroup scores are relatively equal in passing rate with each group passing on the first try. Scores differ slightly in subgroup pass plus performance.

The SAT I: Reasoning Test is a widely used college admissions test and is required for entry into a college or university. It measures verbal and mathematical reasoning abilities that students develop over years. SAT scores are intended to help forecast the college academic performance of individual students. The SAT is self-selected, however; it is recommended that eleventh and twelfth graders take these tests, adhering to registration fees, and application deadlines. SAT scores are reported in scale scores on a scale ranging from 200 to 800. Our competitive SAT scores have allowed our students assess to many scholarship programs as well as entry into some of our country's leading colleges and universities. Over the past three years, we have made consistent gains on the SAT ranging from 4 to 13 points. Subgroups scores vary from year to year. Progress has been made in the area of math for all groups with a steady climb over the past three years. However, verbal scores have seen a mixture of gains and losses among groups. Overall, the school has continued to maintain competitive scores and continues to score above local, state, and national scores.

For Public and Private Schools

Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Through the use of assessment data, A.R. Johnson takes advantage of enrichment and remediation opportunities. Within the first three weeks of school, a meeting with school administrators, the counselor, department chairpersons, and the county's testing coordinator is arranged so that test data can be explained and analyzed. Department chairpersons share the findings, and teachers provide appropriate planning and instruction. Each department is charged with developing action plans that identify failures, areas of poor performance, and strategies for improvement. Such plans are submitted to the principal for review, and teachers are then required to implement. Plans include instructional techniques, parental involvement, assessment strategies, various resources, modifications, and communication efforts. Teachers also identify students who need remediation through assessment data and then work

cooperatively with teachers in the after school program to assure ways to meet students' needs. The school strongly relies upon its various extra-curricular components to help improve student and school performance. These include math club, peer tutoring, academic pep rallies, academic decathlons, science fair competitions, foreign language competitions, literary competitions, Saturday Learning Academy, Saturday and after school SAT coaching, oratorical contests, and math competitions, among a few. The administration meets with teachers once a month for the purpose of addressing instruction as it relates to student assessment.

Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

A.R. Johnson communicates high expectations for its students and staff. We begin such communication through our recruitment efforts. Students are briefed on the school's performance using assessment data, since our goal is to attract students who are willing to take advantage of the many opportunities we offer. In compliance with local requirements, the school sends home a progress report for each student between each grading period. On a daily basis, the principal recognizes students for both academic and extra curricular performance. The administration meets with students individually and collectively throughout the year to discuss student performance. In these meetings, students are advised and asked to give input on how their needs can be better met. The administration also schedules parent conferences so that parents can have input, as well as sends out written notification to parents at the end of grading periods for information and advisement purposes. The school notifies the system's Public Relations Director of various student achievements so that students can be given television and newspaper coverage. Open House, Financial Aid meetings/workshops, College Night, Family Night, Tour and See, PTA, and Orientation are a few of the occasions where the school opens its doors to share assessment information and student performance with parents, students, and the community. The school counselor provides newsletters that provide assessment data to students and parents. We also display banners and signs that show student performance and assessment summaries. Assessment and student performance information is also publicized through the superintendent's *Colleagues Communiqué*, which goes out to each employee in the system. The state issued Report Card, which is a complete summary of the school's performance and which provides assessment data, is made available to parents, students, and the community. During each school function and program, the principal communicates assessment information and student performance with the audience in her closing remarks.

Describe in one-half page how the school will share its successes with other schools.

We are extremely proud of our staff and students. We realize that part of our success is a result of the many efforts that our feeder schools provide. We also realize that when other schools experience success, we have a greater opportunity to be a successful school. Therefore, we will be delighted to share our successes with other schools. We will be available to send a team of staff, students, and parents to other schools to share some of the strategies we use to assure the academic success of our students. In scheduled administrators' meetings, the principal will have the opportunity to share with other principals some of the strategies that we use. We will also open the doors to our school for other teachers and administrators to come and meet with our staff so that we can share teaching strategies and other programs and activities in place at our school. Department chairpersons will be willing to make presentations in department meetings so that other department chairpersons can go back and share with teachers in their schools. The principal agrees to open the school to visiting teachers who can participate in peer observations. We will also be willing to conduct county in-services and workshops on the local, state and national levels to share plans, strategies, and resources that have helped us experience success. The School Council, now in its final organizing stages, will be accessible to other schools and the community to share the school's success.

PART V – CURRICULUM AND INSTRUCTION

Describe the in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

A.R. Johnson is dedicated to providing a challenging and rewarding curriculum to all of the students accepted into the school. The school offers a strong college and technical preparatory core curriculum along with various electives from which students can choose. As a magnet school, A.R. Johnson also provides specialized instruction in health science and engineering for students interested in careers in these areas. Our students receive excellent foundations in language arts, mathematics, science, social studies, and foreign language, which more than satisfies all of the graduation requirements for the state of Georgia. There are high expectations for all students and specific academic goals must be maintained for students to continue their education at A.R. Johnson. In our core curriculum areas, the teachers go beyond the minimum objectives outlined in Richmond County Board of Education’s curriculum guides. Teachers utilize every opportunity to enrich the curriculum and to maximize further learning opportunities for students. A.R. Johnson offers various Advanced Placement courses in these core areas. These AP courses include Statistics, Calculus, Physics, English Literature, Chemistry, and U.S. History. Further, all of the core teachers consistently take time to prepare students for the GHSAT and the SAT by offering daily enrichment in these areas. To meet the college and technical preparatory graduation requirements, we offer Spanish, French, and Latin for students. Our foreign language teachers take every opportunity to go beyond the general learning objectives. Our foreign language students participate in various competitions and celebrate the cultures. Many of our students place first at the competitions and compete with other students from higher level courses. Also, our foreign language teachers provide various hands-on activities to enhance the curriculum and to assist students in reaching their highest potential. The principal works diligently to ensure electives are provided to students that meet their interests and challenge their minds. A study skills elective course is offered for students who require remediation and for students who want to improve their study habits. Further, we offer speech, business law, environmental science, Japanese, and a Shakespeare study course. For our engineering students, we have a unique infinity elective course. These engineering students explore engineering through interactive and intense learning objectives by utilizing their computer skills. To enhance students’ SAT scores, we also offer a Triumph Learning and a Princeton Review course for interested students. At our magnet school, we offer specialized instruction in engineering and health science. The curriculum in these areas is taken further by providing community experiences for students and by inviting community persons into our school to expand our students’ knowledge in these areas. Our engineering students follow a strict curriculum with high-level math and science courses. We also offer visual arts and graphing, drafting and design, technology, and pre-engineering technology courses for these students. Our health science students follow a specific curriculum with upper level science courses. These students take medical assisting, public health, health occupations, patient care, and medical laboratory technology.

Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

A.R. Johnson relies on its English department to function as a means of assuring that students communicate on high levels. Thus, the department offers literature, writing and composition classes where students can communicate in all facets—listening, speaking, writing, and reading. Advance Placement courses are offered, as well. To help assure successful performance for students, teachers are required to document in their lesson plans how they will provide for SAT preparation and writing opportunities during each instructional block. Each teacher is also required to provide on-going modifications for students who perform lower than standards and expectations. Such modifications include altering testing methods, increasing parental involvement, engaging students in peer tutoring, and allowing additional time on tests, quizzes and assignments. These modifications and others are closely monitored by the administration. Students who perform below level are identified, too, and placed in

classes such as Princeton Review, Triumph Learning, and Study Skills where they are given instruction in areas that they show weaknesses. The English department engages students in a variety of activities including vocabulary building, recalling through lectures and textbook, webbing and graphic organizers, role playing and debates, problem solving, and critical thinking and discussions. These items will help them improve performance based on their learning styles.

Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The Health Science track at A.R. Johnson is one of the unique magnet components at the school. Through its curriculum, the students are provided with knowledge and experience in the medical profession. Our on-site health courses introduce students to various health fields, health care theory, and principles of health care. Our upper level science courses give students an opportunity to explore the scientific components of medicine. In the Human Anatomy course, students dissect and study the anatomy of the cat for six weeks. Some examples of our health courses are Medical Assisting, Public Health, Health Occupations, Patient Care, and Medical Laboratory Technology. This track also offers a pharmacy program in partnership with Augusta Technical Institute for students interested in pursuing a career in pharmacy. In this program, our students work towards a pharmacy technology diploma. After successfully completing the health science coursework, our juniors and seniors choose areas of interest and enter the community to expand their experiences in their chosen field. Some of our clinical sites include the Medical College of Georgia, University Hospital, private practice facilities, pharmacy establishments, and veterinary hospitals. These opportunities allow the students to examine the functions and roles of health workers, while exploring the various occupations in health science.

Describe in one-half page the different instructional methods the school uses to improve student learning.

At A.R. Johnson, the administration and teaching staff consistently strive to improve student learning. We hold very high expectations for our students and provide positive learning environments where all students can be successful. We acknowledge that our students are unique individuals with various learning styles and that numerous instructional methods of teachers are necessary for student improvement. In addition to the traditional instructional methods, our teachers utilize various hands-on individual and cooperative group activities across the curriculum. Some of these include building models, portraying knowledge through artwork, creating skits, researching in the computer lab, experimenting in the science labs, and practicing medical procedures in the health science courses. The teachers provide opportunities for peer tutoring, quiz bowls, debates, and real life scenarios to assist students in generalizing the objectives. We also work cooperatively with community persons to bring demonstrations to the classrooms. Further, our students take field trips to enrich learning in the classroom. One specific example is when our psychology students visited a psychology lab in a college setting to observe the objectives taught in the classroom. Also, our economics students participate in playing the stock market in competition with other students and other schools. These are just some of our many instructional methods that the teachers at A.R. Johnson incorporate into daily instruction.

Describe in one-half page the school's professional development program and its impact on improving student achievement.

A.R. Johnson makes a continuous effort to maintain a site based professional development program that will improve student achievement. Each department meets weekly to share strategies that will help provide instruction and opportunities for students to perform at improved and higher levels. With this, a peer observation program has been developed and implemented. A day each month is set aside by the principal for teachers to observe each other, record strengths and weaknesses, and document suggestions for improvement. Teachers then meet to discuss these findings so that they can modify, improve, and incorporate in their classrooms. In faculty meetings, each department is responsible for conducting in-service on successful teaching strategies used within their department. Teachers then schedule department meetings to discuss how they can implement such strategies in their own department and in their own

classrooms. Because of these efforts made through sharing and observing, teachers are able to provide new, innovative, and creative approaches to teaching and learning. In addition, teachers have in place an individual action plan that is monitored by the administration. These action plans include how teachers will communicate with parents and how they will strategize within their classrooms to help students improve. Each teacher also meets with the administration at scheduled times during the year to receive feedback about their performance. Teachers are also given the opportunity at this time to communicate with the administration any input, suggestions, or resources that can improve performance in their classrooms.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11th Test Georgia High School Graduation Test (English)

Edition/publication year Annual Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? _____

No groups were excluded from testing

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Scores are reported on a scale of 400 to 600 the standardized passing score for the graduation test is 500. In addition to a scale score for each test, student performance is described by a percentile rank. This indicates how a score compares to the scores of other eleventh graders through out the state of Georgia. Pass Plus scores designate those test scores that indicate outstanding performance on the tests. Pass Plus score minimums are determined by the state. P indicates passing and F indicates failure.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11th Test Georgia High School Graduation Test (Math)

Edition/publication year Annual Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? _____

No groups were excluded from testing

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the

proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Scores are reported on a scale of 400 to 600 the standardized passing score for the graduation test is 500. In addition to a scale score for each test, student performance is described by a percentile rank. This indicates how a score compares to the scores of other eleventh graders through out the state of Georgia. Pass Plus scores designate those test scores that indicate outstanding performance on the tests. Pass Plus score minimums are determined by the state. P indicates passing and F indicates failure.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English)

	2001-2002	2000-2001	1999-2000
Testing month (March)			
SCHOOL SCORES	100%	100%	100%
TOTAL			
At or Above Basic			
At or Above Proficient	3%	20%	13%
At Advanced	97%	80%	87%
Number of students tested	89	115	111
Percent of total students tested			100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>Black</u> (specify subgroup)			
At or Above Basic			
At or Above Proficient	2%	25%	16%
At Advanced	98%	75%	84%
2. <u>White</u> (specify subgroup)			
At or Above Basic			
At or Above Proficient	4%	12%	6%
At Advanced	96%	88%	94%
3. <u>Multiracial</u> (specify subgroup)			
At or Above Basic			
At or Above Proficient			
At Advanced		100%	100%
STATE SCORES	95%	94%	95%
TOTAL			
At or Above Basic			
State Mean Score			
At or Above Proficient			
State Mean Score			
At Advanced			
State Mean Score			

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Math

	2001-2002	2000-2001	1999-2000
Testing month (March)			
SCHOOL SCORES	100%	100%	100%
TOTAL			
At or Above Basic			
At or Above Proficient	4%	14%	92%
At Advanced	96%	86%	8%
Number of students tested	89	115	111
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>Black</u> (specify subgroup)			
At or Above Basic			
At or Above Proficient	25%	17%	93%
At Advanced	75%	83%	7%
2. <u>White</u> (specify subgroup)			
At or Above Basic			
At or Above Proficient	12%	8%	94 %
At Advanced	88%	92%	6%
3. <u>Multiracial</u> (specify subgroup)			
At or Above Basic			
At or Above Proficient			91%
At Advanced		100%	9%
STATE SCORES	91%	91%	92%
TOTAL			
At or Above Basic			
State Mean Score			
At or Above Proficient			
State Mean Score			
At Advanced			
State Mean Score			

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 12 Test SAT VERBAL

Edition/publication year 2002 Publisher College Board

What groups were excluded from testing? Why, and how were they assessed? _____

SAT is a self-selected test

Scores are reported here as (check one): NCEs _____ Scaled scores Percentiles _____

	2001-2002	2000-2001	1999-2000
Testing month (October-March)			
SCHOOL SCORES	527	527	532
Total Score	1057	1048	1044
Number of students tested	89	93	70
Percent of total students tested			
Number of students excluded			
Percent of students excluded			
SUBGROUP SCORES			
1. <u>BLACK</u> (specify subgroup)	506	521	533
2. <u>WHITE</u> (specify subgroup)	609	544	527
3. <u>ASIAN</u> (specify subgroup)	N/A	507	534
4. _____ (specify subgroup)			
5. _____ (specify subgroup)			

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000
NATIONAL SCORES	500	502	501
Total Score	1012	1012	1011

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 12

Test SAT MATH

Edition/publication year 2002

Publisher College Board

What groups were excluded from testing? Why, and how were they assessed? _____

SAT is a self-selected test

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles _____

	2001-2002	2000-2001	1999-2000
Testing month (October-March)			
SCHOOL SCORES	530	521	512
Total Score	1057	1048	1044
Number of students tested	89	93	70
Percent of total students tested			
Number of students excluded			
Percent of students excluded			
SUBGROUP SCORES			
1. <u>BLACK</u> (specify subgroup)	506	518	498
2. <u>WHITE</u> (specify subgroup)	586	535	531
3. <u>ASIAN</u> (specify subgroup)	N/A	533	586
4. _____ (specify subgroup)			
5. _____ (specify subgroup)			

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000
NATIONAL SCORES	512	510	510
Total Score	1012	1012	1011