

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Dr. Evan Glazer

Official School Name: Thomas Jefferson High School for Science & Technology

School Mailing Address:
6560 Braddock Road
Alexandria, VA 22312-2206

County: United States State School Code Number*: 300

Telephone: (703) 750-8300 Fax: (703) 750-5010

Web site/URL: http://www.tjhsst.edu/ E-mail: evan.glazer@fcps.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Jack Dale

District Name: Fairfax County Public Schools Tel: (571) 423-1075

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Daniel G Storck

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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: | <u>137</u> | Elementary schools |
| | <u>19</u> | Middle schools |
| | <u>3</u> | Junior high schools |
| | <u>21</u> | High schools |
| | <u>16</u> | Other |
| | <u>196</u> | TOTAL |

2. District Per Pupil Expenditure: 13407

Average State Per Pupil Expenditure: 10584

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 Number of years the principal has been in her/his position at this school.

6 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 | | | 0 | 7 | | | 0 |
| K | | | 0 | 8 | | | 0 |
| 1 | | | 0 | 9 | 250 | 207 | 457 |
| 2 | | | 0 | 10 | 242 | 205 | 447 |
| 3 | | | 0 | 11 | 236 | 212 | 448 |
| 4 | | | 0 | 12 | 246 | 208 | 454 |
| 5 | | | 0 | Other | | | 0 |
| 6 | | | 0 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 1806 |

6. Racial/ethnic composition of the school:
- | | |
|--------------|---|
| 1 % | American Indian or Alaska Native |
| 41 % | Asian |
| 2 % | Black or African American |
| 3 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 47 % | White |
| 6 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is 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. | 0 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 11 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 11 |
| (4) | Total number of students in the school as of October 1. | 1804 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.006 |
| (6) | Amount in row (5) multiplied by 100. | 0.610 |

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 27

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 free and reduced-price school meals 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: 1 %

Total Number of Students Served: 23

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>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>4</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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>6</u> | <u>0</u> |
| Classroom teachers | <u>109</u> | <u>12</u> |
| Special resource teachers/specialists | <u>17</u> | <u>0</u> |
| Paraprofessionals | <u>7</u> | <u>0</u> |
| Support staff | <u>36</u> | <u>1</u> |
| Total number | <u>175</u> | <u>13</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 97% |
| Daily teacher attendance | 95% | 95% | 95% | 95% | 95% |
| Teacher turnover rate | 7% | 16% | 13% | 7% | 9% |
| Student dropout rate | 0% | 0% | 1% | 1% | 0% |

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

| | | |
|--|------------|----------|
| Graduating class size | 454 | |
| Enrolled in a 4-year college or university | 98 | % |
| Enrolled in a community college | 1 | % |
| Enrolled in vocational training | 0 | % |
| Found employment | 0 | % |
| Military service | 0 | % |
| Other (travel, staying home, etc.) | 1 | % |
| Unknown | 0 | % |
| Total | 100 | % |

PART III - SUMMARY

Recognized by US News & World Report as the #1 Public High School in America in 2007 and 2008, Thomas Jefferson High School for Science and Technology (TJHSST) is the product of a partnership forged between the business community and Fairfax County Public Schools to improve education in science, mathematics, and technology. This unique Fairfax County Public school offers a comprehensive program that focuses on the science, mathematical, and technological fields. The core skills and values infused throughout the curriculum emphasize and focus on critical inquiry and research, problem solving skills, intellectual curiosity, and social responsibility. As the regional magnet Governor's School for Science and Technology in Northern Virginia, the school serves applicants from seven different participating school districts. Of the 454 students in the Class of 2009, 143 are National Merit Semi-Finalists, 9 are National Achievement Semi-Finalists, 13 National Hispanic Scholars, and an additional 216 are National Merit Commended students.

All courses are taught at the gifted, honors, AP, or post-AP level. The rigorous college preparatory curriculum provides students with the opportunity to achieve in all disciplines, with an emphasis on the sciences and the technology of applied sciences. In 2008, 3227 AP Exams were taken by TJ students where 98% of our students earned a score of 3, 4, or 5. All students are required to work toward a 26 credit 'TJ Diploma' that exceeds the state requirements for Virginia's Advanced Studies Diploma that requires students to earn 24 credits.

Since its very first graduating class in 1985, student research has played an essential role in learning at TJHSST. Requirements for the Thomas Jefferson High School Diploma include the completion of an original engineering or experimental research project in one of the school's 13 on-campus laboratories. The research laboratories are: astronomy, chemical analysis, computer-assisted design, computer systems, energy systems, industrial automation and robotics, life sciences and biotechnology, microelectronics, neuroscience, oceanography, prototyping and engineering materials, optics and modern physics, and communications systems research. Selected students can also conduct their research project offsite through a Mentorship at a government, corporate, or university research laboratory. Students are supervised by mentors -- accomplished scientists, engineers and other technical professionals working at these agencies. Scientific laboratory mentorships are often comparable to university undergraduate research courses. As a result of these research efforts, in 2009, Thomas Jefferson had 15 students recognized as Intel Science Talent Search semifinalists, more than any other school in the country. Selected outstanding research projects are published in Thomas Jefferson's annual student produced research journal, TEKNOS, winner of numerous national awards.

In addition to the seven periods where students take academic classes, students are required to also participate in an activities period that is included in the instructional day. Affectionately referred to as "8th period", this additional period of the day affords students the ability to seek out academic support and/or enrichment while also providing them the opportunity to participate in any of the over 150 clubs and activities pertaining to (but not limited to) diversity, academic competition, outreach, service, and more. For example, groups of students will leave campus to tutor at local elementary and middle schools, and other groups will organize a special hands-on science day to inspire younger students. Another group recently raised over \$40,000 to purchase and install solar panels on the school's rooftop to help TJHSST become more 'green'. Some student efforts starting in 8th period have transitioned into the school's main curriculum, such as in engineering. Over recent years, students constructed a CubeSat satellite in partnership with Orbital Corporation which is scheduled to be launched in Fall 2009.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

TJHSST has consistently had 100% pass rating on Virginia Standards of Learning (SOL) score assessments. The trend shows the school has maintained high expectations for all of its students and strives to offer a curriculum beyond state standards.

Test data are located online at:

http://schoolprofiles.fcps.edu/schlprfl/f?p=108:18:2954321442307440::NO::P0_CURRENT_SCHOOL_ID:300

2. **Using Assessment Results:**

Given the excellent performance on state exams, the school places attention on the development of skills and values not emphasized on these exams: critical inquiry and research, problem solving skills, intellectual curiosity, and social responsibility. School goals each year are developed to reflect these additional principles. For example, this year, all students conducting research will present their work at a day-long symposium on May 28, 2009, involving presentations, panel discussions, and interaction with scientists. In addition, the school has developed a One Question initiative to prompt the students to develop a question for school-wide study in multiple facets of our curriculum. Further, each curriculum area of the school has outlined how students develop these values and skills through vertical articulation from freshman to senior year. All counselors review students' progress in these areas as part of students' college recommendations since they are integral to the school.

In addition to these measures, teachers meet weekly to discuss curriculum and student learning through the Jefferson Learning Community (JLC), a one-hour time period every Thursday morning on a delayed school opening. Modeled after Dufour's Professional Learning Communities, teachers review what they would like students to learn, evaluate how they know they have attained mastery, determine how to help those who have not received competency, and develop strategies to provide enrichment for those who need additional challenges. JLC groups are formed based on course level to evaluate expectations within a course, across courses to prepare students for the next course, across the school to address school-wide learning priorities, and across disciplines to encourage interdisciplinary teaming and new ways of knowing.

3. **Communicating Assessment Results:**

Student performance on standardized exams is shared through our school profile and yearly report located on the school division's website. Given the strong history of excellent performance on these exams, a greater attention is given to highly competitive honors and awards given to students, such as the number of Intel Science Talent Search Semifinalists, Siemens Semifinalists, and Biology, Chemistry, Mathematics, Computer Science, and Physics Olympiads. Although the school's emphasis is in math, science, and technology, students are recognized for national excellence in humanities, such as in journalism and writing awards. Also, the school's ranking on the US News and World Report list of America's Best High Schools was acknowledged throughout the school community and local media.

4. **Sharing Success:**

Given the strong need to improve the quality of STEM (science, technology, engineering, and mathematics) education in the United States, we feel outreach and sharing best practices is essential. We host many visitors to our school each week, sharing our best practices with those who wish to improve STEM education at their schools or to start a unique STEM school in their geographic region. Our teachers share their work within the National Consortium of Specialized Secondary Schools for Mathematics, Science, and Technology

(NCSSMST) and to teachers at other schools in our geographic region. For example, many of our local schools have adopted our computer science (java) and geosystems curricula, and implemented multivariable calculus through the support and mentoring from our teachers. Many of our teachers also present at state and national conferences, and publish their work in practitioner journals. The school also hosts a technology conference each year in collaboration with the US State Department, Program of Overseas Schools. JOSTI (the Jefferson Overseas Schools Technology Institute) (<http://information.tjhsst.edu/josti.html>) offers a week-long professional development program on technology infrastructure and instructional technologies to teachers in US Schools located around the world.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The rigorous college preparatory curriculum at TJHSST provides students with the opportunity to achieve in all disciplines, with an emphasis on the sciences and the technology of applied sciences. All courses at TJHSST are taught at the Honors/GT, Advanced Placement, or Post-Advanced Placement level. TJHSST offers 19 different Advanced Placement courses throughout the entire curriculum, and in 2008, 3227 AP Exams were taken by TJ students where 98% of our students earned a score of 3, 4, or 5. During 2008-2009, TJHSST offered 10 post-AP courses (curriculum requiring AP courses as prerequisites) in math and science with a total enrollment of 1064 students.

All students are required to work toward a 26 credit "TJ Diploma" that exceeds the state requirements for Virginia's Advanced Studies Diploma that requires students to earn 24 credits. Those minimum requirements include: English (4), Mathematics (4 and AP Calculus required), Science (4 - Biology, Chemistry, Physics, and Geosystems), Social Studies (4), Foreign Language (3 in the same language), Health and Physical Education (2), Fine/Practical Arts/Cultural Studies (2), Science and Technology Senior Research (1), Computer Science – java programming (1), and additional Mathematics, Science, or Technology (1).

A brief description of each curriculum area follows:

Mathematics: The four-year mathematics curriculum is a comprehensive program that includes the study of Algebras, Geometries, Topics of Discrete Mathematics, Trigonometry, Functions, and AP Calculus. The sequence of topics has been designed to provide the mathematics required for successful completion of parallel science coursework. A full range of electives is provided including Multivariable Calculus, Linear Algebra, Differential Equations, Complex Variables, Numerical Analysis, and AP Statistics.

Computer Science. The computer science curriculum provides a full, four-year sequence for students with aptitude and interest in this field. It includes Advanced Placement and Post-Advanced Placement courses.

Humanities Division - Social Studies: The social studies curriculum provides students with knowledge, skills, and attitudes to understand and appreciate the changing relationship between people and their environment. Emphasis is also given to the diverse beliefs and values that influence cultures and societies. All sophomores enroll in Humanities I, a course which integrates World History and Geography II with English 10. All juniors enroll in Humanities II, integrating Virginia and U.S. History (AP or regular) with English 11. All seniors enroll in Virginia and U.S. Government (AP or regular) either as a stand alone or as an integrated course with a complimentary English course. Students also enroll in electives to complete their fourth Social Studies credit requirement.

Foreign Language/Fine Arts/Health and Physical Education Division - Foreign Language: The Foreign Language Department offers a five-year program in French, German, Spanish, Japanese, Russian, and four-year programs in Latin and Chinese. Students may take Advanced Placement courses in French, German, Japanese, Latin, Spanish, Chinese, and Russian. Students must take at least three years of one language. In the modern languages, emphasis is on oral communication and the culture of the country. In Latin, word derivation, grammar, and Roman and Greek civilizations are studied. Beginning in the freshman year, all foreign language courses must be taken at TJHSST.

Health and Physical Education. The two-year required health and physical education program includes two quarters of health, one quarter of driver education, and five quarters of physical education. This comprehensive curriculum is designed to give students skill and knowledge in a wide variety of sports, and prepare them for a lifelong commitment to physical activity, health, and wellness.

Fine Arts/Practical Arts. Students may choose from a variety of courses to fulfill this requirement, including Music, Art, Photography, Film Study, Theatre Arts, Journalism, Photojournalism, and Creative Writing.

2b. (Secondary Schools) English:

The English curriculum at TJHSST is a writing-based, interdisciplinary approach that is geared to provide students the skills to write for a number of audiences, to present orally with confidence and persuasion, and to read with a sophisticated level of analysis. Because of our science and technology focus, students are exposed to technical writing at the beginning of their high school program in the 9th grade course, Integrated Biology, English and Technology (IBET). The English teachers also instruct students in creative and analytical writing as well as the fundamentals of literary analysis. In 10th and 11th grades, English students are teamed with history teachers for a humanities approach that gives them opportunities to make connections across the two academic fields. Reading is done in historical context along with a focus on close reading skills; writing is done with attention on the clarity of argument and on the development of an authentic author's voice. Some connections with science fields are present in interdisciplinary projects. In the 12th grade year science writing and global politics affecting science are part of many of the teamed and singleton course assignments. The English teachers focus on fluency in writing, on the establishment of personal voice, and on the appropriate approach for each audience. Although there is no pressing need for remediation given the magnet status of our school, there is a definite need in writing instruction given the variety of feeder school with diverse programs and given the many second language students. Classes at TJHSST spend much time on the writing process, employ rubric instruction, collect and analyze a writing portfolio, and do much with workshop and peer editing strategies. Teachers are available for private conferences on writing each week. . TJHSST also offers electives in journalism, photojournalism, film study, and drama.

3. Additional Curriculum Area:

Science and Technology Division: All students must take as a minimum of the four course science core curriculum and three science/technology courses to include design and technology, a senior research laboratory course, and at least one science/technology elective.

The core science curriculum is rigorous and quantitative and establishes as firm a science knowledge level as can be attained in any high school in the world. Laboratory experiences are central to all science courses. The science curriculum consists of biology 1 within the Integrated Biology, English, and Technology (IBET) program, chemistry 1, physics 1 (in special cases AP physics may be substituted for physics 1), and geosystems. Biology 1 utilizes a molecular approach to the study the workings of the cell, the anatomy and physiology of multicellular organisms, and their adaptation to the environment. Chemistry 1 stresses the chemical underpinnings of all science today. Physics 1 focuses on the conceptual basics of mechanics, waves, electromagnetism, and the conservation laws. Geosystems analyses, examines, and models the interrelationships of the earth's atmosphere, hydrosphere, lithosphere, and biota to include global climate change, loss of biodiversity, and heat distribution on the planet.

The freshman level design and technology course initially prepares all students with a common set of skills for the undertaking of a major senior research project. The senior research project is a distinguishing feature of Jefferson, in which there are unique opportunities for independent, creative research and experimentation using state of the art instruments and background knowledge in Jefferson's 13 research laboratories. Mentorship programs in science and technology are available to those students interested and qualified. Science and technology electives are available from AP science courses through specialized technology courses and are taken during the sophomore and junior years. All students must take at least one such elective, although most take more.

4. Instructional Methods:

There is considerable variation in student ability and performance even though all courses are taught at an honors level at TJHSST. Teachers must utilize a variety of strategies to challenge students differently within and across classes.

Within classes, teachers provide differentiated opportunities for both remediation and acceleration. Students are given extension activities when they have shown competency in the core material. For example, precalculus teachers offer problem solving challenges accessible through our Blackboard site where they can post different solutions. Students who have difficulty learning material can obtain remediation opportunities through our 8th period in a special tutoring session, giving them more time to understand with one-on-one attention and feedback. In research courses, students develop individual projects based on the prerequisite knowledge and skill level to make sure their work appropriately challenges them.

Across classes, the curriculum lends students the opportunity to engage in a progressively more challenging sequence of courses based on student interest level. For example, students who wish to challenge themselves in chemistry will take chemistry, AP chemistry, organic chemistry, and then analytical chemistry. There are numerous challenge levels for these students, even those who begin high school taking AP Calculus BC. Following AP Calculus, students who wish to excel in mathematics would take multivariable calculus, linear algebra, differential equations, complex variables, numerical analysis, and mathematical techniques for scientists and engineers. This level of challenge exists throughout the entire curriculum, but is predominant in math, science, and technology disciplines given the specialized nature of our school.

5. Professional Development:

The school's professional development program provides learning experiences for teachers on numerous levels. Teachers new to the school obtain support with a school-based mentor who teaches similar classes as well as the opportunity to learn from experienced teachers in a school division program called Great Beginnings. These mentors assist teachers in their understanding of the school curriculum and culture.

Professional development targeting all teachers' learning include school division course offerings outside of the school day, school-based brown bag lunch seminars on current hot topics, and attendance at conferences that serve the needs of our unique student population (such as the NCSSSMST). Teachers needing additional support from a non-evaluating administrator can also obtain an instructional coach from the school division who can provide formative feedback on their instructional and assessment practices.

Teachers also meet weekly to discuss curriculum and student learning through the Jefferson Learning Community (JLC), a one-hour time period every Thursday morning on a delayed school opening. Modeled after Dufour's Professional Learning Communities, teachers review what they would like students to learn, evaluate how they know they have attained mastery, determine how to help those who have not received competency, and develop strategies to provide enrichment for those who need additional challenges. JLC groups are formed based on course level to evaluate expectations within a course, across courses to prepare students for the next course, across the school to address school-wide learning priorities, and across disciplines to encourage interdisciplinary teaming and new ways of knowing. JLC Break-out sessions are designed to foster innovative curriculum and practices, as well as an opportunity to synchronize curricula and programs.

6. School Leadership:

The principal's role is orchestrating the school's vision with a school leadership team, consisting of the administration, curricular division managers, student government sponsor, and heads of technology, library services, activities, admissions, and mentorship. That vision reflects the yearly development of academic and

strategic goals in a School Improvement Plan to support five-year goals related to academics, school community and climate, ethics and social responsibility and resources based on the SACS accreditation standards.

Each of the school's yearly goals and each curriculum area's goals are coordinated by different representatives of the school leadership team. Some of these representatives establish curriculum teams involving teachers, students, and parents to achieve the goal. For example, one goal in the 2008-2009 school year is to develop a school-wide symposium where at least 95% of the students are presenting their research projects in a public forum. Such an effort requires considerable coordination and requires the input and investment of all stakeholder groups to ensure broad participation.

The school's leadership team reports twice yearly to an internal audit committee, consisting of teachers, parents, and students, on their progress towards achieving schools goals. The audit committee evaluates the information and data reported by the leadership team and offers suggestions for improvement. These suggestions influence changes in our strategies and ideas for future school goals.

In addition to this audit committee, the school has three other feedback mechanisms for the school's leadership to reflect school operations, school culture, and student achievement: The SGA has a weekly lunch meeting with the principal to discuss student interests; the teachers have a Principal's Advisory Committee to voice issues raised by colleagues in respective departments; the PTSA has a Curriculum Advisory Committee to address parent interests, and the school has a Human Relations Committee with administrators, teachers, parents, and students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 12 Test: SOL Algebra 2

Edition/Publication Year: 2008

Publisher: Pearson

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 100 |
| % Advanced | 92 | 83 | 85 | 97 | 92 |
| Number of students tested | 445 | 476 | 444 | 418 | 363 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | | 100 | |
| % Advanced | 100 | 85 | | 100 | |
| Number of students tested | 10 | 11 | | 10 | |
| 2. Racial/Ethnic Group (specify subgroup): White | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 100 |
| % Advanced | 92 | 78 | 89 | 95 | 90 |
| Number of students tested | 225 | 238 | 334 | 228 | 217 |
| 3. (specify subgroup): Asian | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 100 |
| % Advanced | 94 | 87 | 89 | 97 | 95 |
| Number of students tested | 182 | 190 | 156 | 147 | 113 |
| 4. (specify subgroup): Black | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Proficient plus % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 12 Test: SOL
Publisher: Pearson

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 100 |
| % Advanced | 98 | 100 | 99 | 91 | 96 |
| Number of students tested | 457 | 427 | 433 | 413 | 413 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): white | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 100 |
| % Advanced | 98 | 100 | 100 | 94 | 98 |
| Number of students tested | 233 | 239 | 261 | 237 | 301 |
| 3. (specify subgroup): Asian | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 100 |
| % Advanced | 97 | 98 | 98 | 87 | 93 |
| Number of students tested | 169 | 147 | 140 | 132 | 93 |
| 4. (specify subgroup): Hispanic | | | | | |
| % Proficient plus % Advanced | 100 | | 100 | 100 | |
| % Proficient plus % Advanced | 94 | | 100 | 88 | |
| Number of students tested | 16 | | 10 | 17 | |

Notes: