2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Revised 03/14/05

Cover Sheet
Type of School: High

Name of Principal - Mr. Elliott Berman

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

School Mailing Address   4485 Hickory Rd
Canton, GA 30115-4194

County - Cherokee County   School Code Number* 110590

Telephone (770) 345-1474   Fax (770) 345-5498

Website/URL http://www.cherokee.k12.ga.us/sequoyah-hs   E-mail -: Elliott.berman@cherokee.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.

_____ Date_____
(Principal's Signature)

Name of Superintendent _____Dr. Frank Petruzielo_____

District Name____Cherokee County School District_____Tel. (770) 479-1871_____

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board
Chairperson _____Mr. Mike Chapman_____

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.

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

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

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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:

18	Elementary schools
5	Middle schools
0	Junior high schools
4	High schools
5	Other

32	TOTAL

2. District Per Pupil Expenditure: ____$6776____

    Average State Per Pupil Expenditure: ____$6728____

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
    [X]   Suburban
    [ ]   Small city or town in a rural area
    [ ]   Rural

4. _1_ - Number of years the principal has been in her/his position at this school.

    14 - 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	296	297	593
2					10	307	305	613
3					11	234	244	478
4					12	193	179	372
5					Other			
6								
					TOTAL STUDENTS IN THE APPLYING SCHOOL →			2056

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   93%   White
    the students in the school: 2%   Black or African American
                                      4%   Hispanic or Latino
                                        1%   Asian/Pacific Islander
                                        0%   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: <u>11%</u>

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	56
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	179
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	235
(4)	Total number of students in the school as of October 1	2056
(5)	Subtotal in row (3) divided by total in row (4)	.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: <u>3%</u>
                                Total Number Limited English Proficient   <u>64</u>
                                Number of languages represented: <u>4</u>
                                Specify languages: Chinese, German, Spanish, Russian

9. Students eligible for free/reduced-priced meals: <u>9%</u>

         Total number students who qualify: <u>183</u>

    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: __10%__

                                         __199__ Total Number of Students Served

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

_6_	Autism	_0_	Orthopedic Impairment
_1_	Deafness	_31_	Other Health Impaired
_0_	Deaf-Blindness	_123_	Specific Learning Disability
_10_	Emotional Disturbance	_8_	Speech or Language Impairment
_0_	Hearing Impairment	_0_	Traumatic Brain Injury
_8_	Mental Retardation	_0_	Visual Impairment Including Blindness
_15_	Multiple Disabilities		

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	5	0
Classroom teachers	119	6
Special resource teachers/specialists	7	4
Paraprofessionals	7	0
Support staff	11	0
Total number	152	6

12. Average school student-"classroom teacher" ratio: __17__

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94%	95%*	95%*	91%	95%
Daily teacher attendance	96%	94%	92%	95%	96%
Teacher turnover rate	6%	6%	7%	6%	9%
Student dropout rate (middle/high)	3%***	2%***	1%	1%	2%
Student drop-off rate (high school)	14%***	14%***	14%***	2%	3%

***State changed calculation formula to include students who did not return at the beginning of the year.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_349_
Enrolled in a 4-year college or university	68%
Enrolled in a community college	10%
Enrolled in vocational training	3%
Found employment	9%
Military service	3%
Other (travel, staying home, etc.)	3%
Unknown	4%
Total	100 %

PART III - SUMMARY

Regardless of the time of day, early morning or late evening, there is a constant flurry of activity on the grounds of Sequoyah High School. Whether students are attending morning tutorials, performing in a theater production, marching at band practice, matching wits in an academic bowl, helping with our school district's yearly Special Olympics, or just throwing a Frisbee in the senior parking lot to relax after a long day, the feeling of camaraderie and comfort is contagious.

Sequoyah High School, located in a suburban setting of Cherokee County approximately 25 miles northwest of downtown Atlanta, rests at the foothills of the Blue Ridge Mountains and on the rise of the Piedmont. Rated by the American Business Chronicle as one of the counties with the greatest growth potential in America, our district has certainly experienced change. As it stands today, SHS has a very different face than it did fifteen years ago when we first opened our doors to a homogenous group of 1,441 students. Our student population has increased to 2,056, and as a result of this growth our school community has evolved into an exciting heterogeneous group further enriching our school. Over the last five years there has been a significant increase in the Hispanic population of the student body, and we are pleased to see an increase in the Asian, African-American, Middle-Eastern, and Eastern European student populations.

Sequoyah High School's mission statement is "to provide diverse and challenging educational opportunities for all students." The school has been successful in this mission as a result of the unified effort of a support system that excels in every area and our willingness to embrace the new and challenging demands on our ever-changing environment. Along with performing within the top 10% of the state, we have seen continuous improvement in our pass rates over the past three years. These statistics are particularly significant in light of the already high performances in the past and the steady increase in number of students tested each year. Our rigorous academic program for advanced placement offers more courses than any other high school in the district, and our college preparatory program provides challenging and rigorous courses that lead to success in higher education. Career technology students also benefit from a challenging curriculum and our Youth Apprenticeship program provides a vital link to the business world. There is a confidence within the setting of SHS that is the result of our commitment to excellence for all students.

Our dedication to our mission permeates the community, instills trust, and encourages participation; and faculty, staff, administration, parents, and most importantly students rise to the challenge! And it shows; our accolades bedeck the halls, fill trophy cases, and hang from banners – from top rankings in the academic arena and SAT scores that have consistently risen above the national average to state rankings and championships in a variety of events:

- Georgia Department of Education's School of Excellence this year;
- Fine Arts – State Championships in a variety of categories;
- Career & Technology – State Championships, one of top 10 in Nationals;
- Athletics – Wrestling, Basketball, Swimming State Champions;
- VOCA – State Champions.

Led by a dynamic superintendent of schools and supportive school board there is little wonder that our goals have been reached and exceeded time and time again. Together with a community dedicated to their success and their own personal pride, our students continue to surpass the bar and set their own high standards.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them

In Georgia, the state accountability system for secondary schools is centered on the Georgia High School Graduation Tests (GHSGT) in English/Language Arts as well as in Mathematics. By law these tests are required to "include process and application skills as assessed in a range of academic content, and shall exceed minimum and essential skills…". Administered to students in the 11th grade, students must post a minimum passing score in order to receive the standard high school diploma with a career/technology or college preparatory endorsement. Test content descriptions and student guides to the GHSGT can be downloaded from the following web site:
http://www.doe.k12.ga.us/curriculum/testing/ghsgt.asp
The GHSGT in English/Language Arts assesses student skills in reading literature (47-49% of the test); critical thinking (37-39% of the test); and in writing, usage and grammar (14-16% of the test). The test utilizes multiple choice test items that range in cognitive levels from low, requiring students to recall basic facts and ideas; medium, requiring a greater degree of comprehension and application of concepts; to high, which require students to analyze difficult passages, solve problems, make inferences, and discern between correct and incorrect information.
Sequoyah's 11th graders have shown consistently high performance on the reading literature strands of the test over the past five years with a long term trend toward improvement in this area. By comparison, scores on the strands that measure writing, usage and grammar have been more volatile, possibly due to there being fewer items devoted to this strand on the test. Compared with other students Sequoyah student performance has met or exceeded the school district average and exceeded the state average by a wide margin on each of the three strands for the last five years. While the school has struggled to maintain consistently high achievement levels in English/Language for students with disabilities, there are current efforts to insure that standards are set in resource and team taught settings that are commensurate with those in the college preparatory classroom. These efforts are possibly having an effect among students in this sub-group.
The GHSGT in Mathematics measures student achievement in the following strands: number and computation (17-19% of the test); data analysis (19-21% of the test); measurement and geometry (32-34% of the test); and algebra (28-30% of the test). These multiple choice items also range in cognitive level from those requiring simple recall of facts, to items that ask students to "substitute values in formulas and equations; identify appropriate operation, unit of measure, type of graph, or geometric figure; apply problem-solving skills to real-world situations". Higher cognitive level questions require students to solve complex problems, analyze data, and use math in situation that are "real world".
Over the past five years, student achievement for 11th graders at Sequoyah has met or exceeded the average scores for the school district and significantly exceeded that of the state on each of the strands that are measured. The past year has shown large growth in the percentage of students who score in the pass plus range on this test. Strengths and weaknesses on the strands appear to vary from year to year and do not appear to suggest consistent patterns. Sequoyah's small but growing LEP sub-group also appears to be achieving in math at high levels. Again, the biggest challenge for Sequoyah is in increasing achievement for students with disabilities. Currently the school is engaging in a strategy to provide mastery based computer math instruction for low functioning students that mirrors standards set for an Algebra l course while reinforcing "real world" math applications for the same students through the Physics in the Workplace science program.

2. Show how the school uses assessment data to understand and improve student and school performance.

The use of data from student assessments has been at the center of Sequoyah High School's decision-making processes. The school utilizes a data assessment team that includes teachers from each curriculum area as well as administrators and counselors with the intention of going beyond the simple disaggregating of data by subgroup. The data management team's goal, through thoughtful statistical analysis and the use of valid research methodologies, is to provide information that administrators and curriculum leaders need to make competent decisions on important issues from curriculum mapping to teacher accountability.

The data management team routinely disaggregates achievement data by AYP subgroup but attempts to look beyond those simple numbers. For example, achievement patterns among students of similar ability (as measured by ability testing) have been compared for trends based on patterns of course taking, teacher assignment, or other variables that the school can address in making policy. Consequently the middle track for tech/career students was recently eliminated based on local data showing that students in that track performed at a lower level than students of similar ability who were enrolled in college preparatory coursework.

Currently, the school administers the PSAT to students in the ninth through the eleventh grades. A committee was appointed this year to determine the relevance of each PSAT item to curriculum standards. The resulting document is utilized by the Data Management Team in examining the item analysis from the test to determine student strengths and weaknesses and make recommendations about instruction. The team has also gleaned important information about flaws in student's critical thinking from analyzing students choosing of "foils" on this test. These flaws are then addressed through modification of curriculum map or classroom teaching methodology.

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

Progress reports are given to students every 4 ½ weeks. It is the student's responsibility to deliver these to their parents. Report cards are computer generated on a quarterly basis. Throughout the school year students deliver these to their parents. At the end of the school year, these reports are mailed to parents at home. However, Parents have constant access to *Parent Connect*, a state-of –the-art continuous secure on-line report of current grades and attendance records.

Aggregated assessment data is distributed to the principal, each assistant principal, every department head, the counselors and the registrar upon receipt in the school. Individual score sheets for standardized assessments are placed in the students' hands for them to take home and share with their parents. Duplicate copies of these score sheets are placed in each student's cumulative file for teachers and counselors to use as necessary and appropriate to improve student performance. Whenever a student fails a mandatory, standardized test, the score sheet and information regarding available resources for assistance in weak areas is mailed home to parents. The information is also shared with the student's current teachers so that they may help students improve in specific, identified areas of weakness. All test information is shared with the individuals who serve on the Data Management Team which meets regularly throughout the school year to identify school needs and to develop strategies for improvement.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Sequoyah staff has been highly active in professional associations and district level meetings in presenting strategies for increased student achievement. At the Cherokee County School District level, Sequoyah staff members have recently made presentations on student advisement, using PSAT data to improve achievement, class placement practices, our Student Support Team data base for teachers, and on the new SAT writing rubric. Sequoyah initiated a county drama day in which all the high schools in the system participate to showcase talents and learn from each other. Sequoyah drama students also preview their productions to the local feeder schools.

Staff members at Sequoyah are very active in professional organizations and often present papers and workshops at professional meetings. Recent topics on which Sequoyah staff members have presented include "Geometric Sketchpads for Learning", "TI-Interactive for Beginners", "The Industry Certification Process for Career Technology Programs", "Mathematics of Conic Sections using a Laser Pointer", "Choosing the Best" (a sex education curriculum), "Motivational Teaching Techniques for Teaching Abstinence in the Georgia Public Schools", and "Community Based Research Across the Curriculum". In 2004, the book *Classroom Literacy as Public Work* was published which included a chapter called "History Happened Here: Engaging Communities of Students and Teachers" featuring a Sequoyah High School classroom project. Also some Sequoyah staff serve as "teachers of teachers" when they work as adjunct faculty at colleges and universities or teach local staff development courses.

Sequoyah will continue to actively share successful practices with colleagues in other settings. Currently, social studies teachers are piloting locally developed materials for preparing students for the end of course tests in economics and will be sharing them with local schools in the district as soon as we get the results of the pilot testing.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

Sequoyah High School seeks to provide diverse and challenging educational opportunities through curricula that are rigorous for students at all levels of achievement, adapted only in the methodologies with which they are delivered to students of various ability levels.

The language arts curriculum is literature based and focuses on higher order critical thinking skills in the analysis of literary selections. The English courses integrate writing, reading listening and speaking skills as students synthesize material that is taught. Gifted and other high achieving students may choose to take AP Language in the 11th grade and AP Composition in the 12th grade.

The math department employs technology in the form of computer based instruction in dedicated computer labs, lap top labs, smart-Boards, graphing calculators to deliver college preparatory math courses using real world applications which require experimentation and in depth understanding. The curriculum includes applied algebra sequences, traditional and honors level Algebra I, II, and III; Euclidian geometry; Advanced Algebra and Trigonometry, Pre Calculus, AP Calculus and AP Statistics.

Course offerings in science instruction are as diverse as the modalities of instruction that are employed. They include an introductory Physical Science; Physics in the Workplace, an applied course focusing on "real world' applications, Biology or Honors Biology; Chemistry, or Honors Chemistry; Etymology; Human Anatomy. Advanced Placement coursework is available in Physics, Biology, and Chemistry. At all levels, these courses include opportunities for students to participate in student-centered structured and open ended inquiry that encourages each student to construct a personal knowledge of science content and the nature of science.

The Social Studies curriculum includes required coursework that leads students to investigate cultural, social, and economic history. With an emphasis on reading, writing, research, and critical thinking skills the sequence of courses exceeds the minimum social studies requirements that are mandated by the state of Georgia. Additionally, the curriculum includes high level social studies electives such as psychology, sociology, and current issues. For high achieving and gifted students, an honors track and three full years of AP coursework is available.

The Foreign Language Department offers five years of Spanish and four years of Latin and French. Foreign language courses are designed to develop language proficiency through the use of listening, speaking, reading and writing skills as well as developing an understanding of the target culture. The foreign language curriculum is taught through various teaching styles: individual and cooperative based group work, lab work, technology based activities and teacher presentations. AP Latin is available to advanced students.

The fine arts department offers a range of coursework including AP courses for students in visual as well as performing arts. This area is a major strength for the school and is highlighted elsewhere in this application.

Career-Technology Education at Sequoyah High School (Marketing, Business, Family & Consumer Science, Project Success/CVAE, Automotive Service, Construction, Industrial Technology and Engineering & Drawing) includes basic skills needed for every career path. These skills encompass communication, numerical concepts and calculations, personal career development and employability, ethics, personal development, problem-solving, industry regulations and guidelines, industry trends, safety, identification/interpretation and implementation of ideas and skills, the use of computers & technology throughout with an intense concentration in a specific industry/area. Significant area content is taught with a minimum of typical classroom teacher-centered instruction. Instead, CTE courses are taught with hands-on lessons, business simulations and projects to apply instruction to real life for every student.

Sequoyah's AFJTORC program focuses on educating and students in citizenship, community service, responsibility, character, and self discipline; as well as providing instruction in air and space fundamentals. Also, the Physical Education department strives to challenge students both physically as well as mentally with education in healthy lifestyle practices as well as a range of courses designed to provide lifetime recreational skills.

2b. 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.

The English Language Arts curriculum is one that integrates reading, writing, speaking and listening. It is literature based and focuses on critical thinking skills. Local curriculum standards enhance the state core curriculum. Sequoyah employs curriculum mapping which builds on prior knowledge and introduces more challenging material each year.

Varied techniques are used to address the needs of students who have significantly different learning styles. Project Success is an intervention program designed for career/technology students who have special needs. The focus of the program is to improve communication skills for work place readiness. Students demonstrate reading improvement as a result of the reading instruction strategies that relate to personal career aspirations or interests. Additionally, students who have Individual Education Programs consistently use *New Century* a diagnostic/prescriptive computer based program that is aligned with state and national standards. Students spend ninety minutes weekly using this software. After school tutoring is offered using Reading Plus, another software program with a focus on phonics, comprehension and fluency.

Because high standards and expectations are set school wide for all students, reading success is evident and is reflected in high achievement in all academic areas as measured by state and national assessments.

3. 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 Sequoyah High School Fine Arts Department offers students the opportunity to experience a vibrant fine arts program as an integral part of their comprehensive secondary education. We stress both arts education and arts literacy. The fine arts equip students with abilities that allow them leadership opportunities, to deal with multiple task applications and to process complex ideas in a variety of forms by enhancing interdisciplinary learning through increased modalities of communication and creative cooperation. Researchers know there is a link between artistic expression and biological development of the brain relating to physical, emotional, and logical integration in humans of any age. Additionally, the fine arts show what is great in the human spirit; that effective, creative expression in a variety of forms is vital to all beings, and that understanding and appreciation of that very diversity can unify us as a species.

The arts also have been proven to create a high ethic of performance in students in all areas of learning by reinforcing both basic learning structures and also modes of creative thought and expression. It is no accident that approximately 80% of Sequoyah's STAR Students have been involved in our Fine Arts Department. Sequoyah's Fine Arts Department allows students to develop the valuable skills they will need to succeed in this young century. We have a proud and storied tradition of excellence in achievement in all areas, choral, dramatic, instrumental and visual. Our parents, community, and award winning faculty remain committed in their support of our program.

Since the fine arts are inherently collaborative in that they combine knowledge and skill, our department both prepares students for college and professional careers dependent on highly developed abilities while simultaneously striving to create a life-long love of the arts. The best way to learn about the importance of the arts in our human culture and society is to practice and be literate in those arts. This type of literacy is crucial: those who do not have careers in song, dance, art, or acting still buy movie or concert tickets, albums, photographs and paintings. By offering a palate of creative, energizing, rigorous and disciplined array of courses and experiences that immerse the learner, students are taught to recognize and hone their gifts so that they might share them with and learn from others as they become educated and productive adults.

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

The most comprehensive way to describe the instructional methods used at Sequoyah High School is that they are "data driven". Student assessment data is mined for information as to methodology that works and methodology that needs to be improved. Information from student assessments such as the PSAT are used in designing classroom strategies that address student weaknesses. Additionally, the school focuses on providing as much feed back as possible from teacher made as well as standardized assessments in order to help students become partners in their learning and remediation.

Active in professional associations and continuing education, the faculty uses research based methodologies. For example, the faculty has adopted research based methods from Project Criss which center on meta-cognition techniques that help students evaluate and improve their own learning strategies. Examples of these methods would include, accessing background knowledge, purpose setting, explanation and modeling, paired and small group discussion strategies, graphic and pictorial organizers, summaries, two-column notes, and journaling. Students are oriented to many of these concepts through the Freshman Focus so that they become a familiar part of the school culture.

As a "more hands on" approach for students who are not school invested, the science department is using an inquiry learning approach in their freshman science program. This methodology focus on student activities which involve manipulatives and experimentation for mastery of material as opposed to traditional lecture/discussion formats. Standard testing is supplemented by alternative approaches requiring students to write about their classroom activities using summaries and critical thinking. In math, differentiated Instruction for individual needs including mastery learning with remediation on key concepts not acquired has become common. Also before school after school and evening study sessions are heavily utilized..   Continuous evaluation of these and other methods will result in decisions about future modifications or efforts to find other research based strategies.

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

After a careful study of all data, and in anticipation of future testing changes, Sequoyah High School leaders decided to make writing a major priority for staff development on school-wide basis. While writing scores have generally been high, school leaders recognized that the new essay section of the SAT would offer a different challenge to our students. A study of the type of writing prompt that the College Board suggested would be used indicated that writing would need to be evident in all of the content area classrooms. Students will need practice in writing argumentative essays, which lend themselves to history, science, and mathematics. Additionally, with a 25 minute time frame for the essay, we recognize that an important issue will be fluency. Frequent opportunity to generate written ideas is necessary to increase writing fluency. With that in mind Sequoyah has initiated an action plan to address these needs. A consultant was engaged from the school district to begin a series of workshops in using writing in the social studies, science, and math classrooms, with an objective of extending learning through writing and helping students develop fluency. This training was followed up and reinforced when Dr. Warren Combs was retained to present his "Writing to Win" workshop to teachers in the social studies department last spring and this fall. Plans are underway to present the same workshop to science teachers in the future. In the fall, a number of English and social studies faculty members were trained in using the new SAT writing rubric to evaluate student writing in the classroom. These teachers redelivered this training to teachers in the English and social studies departments.   Clearly, these efforts have resulted in more student writing; however, the effect on student achievement is not certain at this point. The school has not yet seen a rise in performance on the Georgia High School Writing Test and sufficient data is not available on writing performance on the new SAT. Also, in preparation for the new SAT, math department teachers have recently been trained by a member of the department on preparing students for the increased rigor of

the test.

Another objective implicitly implied in Sequoyah's professional development plan is the connection between instructional practices and student achievement results. Sequoyah staff is committed to building thinking and learning routines and strategies that will transfer to college and career success. CRISS has been a vehicle for achieving this objective. CRISS training for teachers is arming staff with strategies that help them emphasize core skills in reading, writing, and mathematics which improves opportunities for success in a greater range of future academic efforts. Most of the faculty has been trained this year by a national CRISS trainer to implement strategies. The effect of this approach is not yet clear but the use of these strategies by students is evident in classroom observations as well as the organizational techniques that students appear to be using when taking the state writing assessment.

PART VII - ASSESSMENT RESULTS

Public Schools

Each nominated school must show results in reading (language arts or English) and mathematics for at least the last three years according to the criteria used by the CSSO to nominate the school. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

The data that the GDOE used to nominate Sequoyah was a modified version of the AYP results. The 11th grade 1st time test-taker student level Enhanced HSGT performance was aggregated according to the proficiency levels of AYP. Proficiency levels of AYP differ from the levels of pass/pass plus for student diploma purposes. A student must achieve a 511 in Language Arts and a 516 in Mathematics in order to be counted as 'proficient' under AYP standards. Yet, they must only achieve a 500 in order to 'pass'. The calculations were 'modified' from the exact AYP calculations by including all students assessed (not just full-academic year). In addition, students with scores from an alternate administration (summer, fall, winter, spring) were not included.
The following performance information is based on the above aggregations for Sequoyah High:

There are only three performance levels within GA's AYP system.
- **Basic/Does Not Meet**
- **Proficient/Meets**
- **Advanced/Exceeds**

Georgia High School Graduation Tests -Language Arts	
	2003-2004
Testing Month	**March**
School Scores	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	98%
% At Advanced/Exceeds	82%
Number of Students Tested	403
Percent of Students Tested*	100%
Number of Students Alternatively Assessed*	5
Percent of Students Alternatively Assessed*	1%
Sub Group Scores (if N Count greater than or equal to 10)	
1. Economically Disadvantaged	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	96%
% At Advanced/Exceeds	70%
Number of Students Tested	23
2. Limited English Proficient	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	92%
% At Advanced/Exceeds	77%
Number of Students Tested	13

3. Students with Disabilities	2003-2004
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	71%
% At Advanced/Exceeds	29%
Number of Students Tested	14
4. White	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	98%
% At Advanced/Exceeds	83%
Number of Students Tested	382
State Scores	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100.0%
% At or Above Proficient/Meets & Exceeds	88%
% At Advanced	61%

*Participation rates calculated through AYP.

Georgia High School Graduation Tests -Mathematics	
	2003-2004
Testing Month	**March**
School Scores	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	92%
% At Advanced /Exceeds	83%
Number of Students Tested	401
Percent of Students Tested*	100%
Number of Students Alternatively Assessed*	5
Percent of Students Alternatively Assessed*	1%
Sub Group Scores (if N Count greater than or equal to 10)	
1. Economically Disadvantaged	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	87%
% At Advanced	74%
Number of Students Tested	23
2. Limited English Proficient	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	85%
% At Advanced	77%
Number of Students Tested	13
3. Students with Disabilities	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	29%
% At Advanced/Exceeds	7%
Number of Students Tested	14

4. White	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100%
% At or Above Proficient/Meets & Exceeds	92%
% At Advanced	83%
Number of Students Tested	380
State Scores	
% At or Above Basic/Does Not Meet, Meets, & Exceeds	100.0%
% At or Above Proficient/Meets & Exceeds	73%
% At Advanced	59%

*Participation rates calculated through AYP.

Again, the information above is based on the AYP proficiency levels calculated from the Enhanced High School Graduation Test. The Enhanced version of the assessment/standard setting for AYP was initiated in spring 2004. Therefore, historical data is not available using the above format. Historical performance must be calculated through the original HSGT pass and pass plus rates.

The information below was taken from the Office of Student Achievement Report Card Site.
http://reportcard.gaosa.org/yr2004/k12/reports.aspx?TestType=QCC&ID=628:191

Language Arts: Georgia High School Graduation Test Pass & Pass Plus Rates			
	2003-2004	**2002-2003**	**2001-2002**
Testing Month	**March**	**March**	**March**
School Scores			
% Fail	1%	2%	3%
% Pass and Pass Plus	99%	98%	97%
% Pass Plus	87%	73%	69%
1. Economically Disadvantaged			
% Fail	4%	5%	Data Not Available
% Pass	96%	95%	Data Not Available
% Pass Plus	74%	55%	Data Not Available
Number of Students	23	20	Data Not Available

2. Hispanic	**2003-2004**	**2002-2003**	**2001-2003**
% Fail	Too Few Students	10%	Too Few Students
% Pass	Too Few Students	90%	Too Few Students
% Pass Plus	Too Few Students	70%	Too Few Students
Number of Students	9	10	9
3. Limited English Proficient			
% Fail	8%	Data Not Available	Too Few Students
% Pass	92%	Data Not Available	Too Few Students
% Pass Plus	85%	Data Not Available	Too Few Students
Number of Students	13	Data Not Available	2
4. Students with Disabilities			
% Fail	7%	16%	38%
% Pass	93%	84%	62%
% Pass Plus	36%	16%	23%
Number of Students	14	25	13
5. White			
% Fail	1%	2%	2%
% Pass	99%	98%	98%
% Pass Plus	87%	74%	72%
Number of Students	375	352	300
State Scores			
% Fail	7%	5%	5%
% Pass	93%	95%	95%
% Pass Plus	67%	63%	57%

Mathematics: Georgia High School Graduation Test Pass & Pass Plus Rates			
	2003-2004	**2002-2003**	**2001-2002**
Testing Month	**March**	**March**	**March**
School Scores			
% Fail	1%	3%	6%
% Pass	99%	97%	94%
% Pass Plus	77%	65%	64%
1. Economically Disadvantaged			
% Fail	4%	10%	Data Not Available
% Pass	70%	65%	Data Not Available
% Pass Plus	65%	55%	Data Not Available
Number of Students	23	20	Data Not Available
2. Hispanic			
% Fail	Too Few Students	0%	0%
% Pass	Too Few Students	100%	100%
% Pass Plus	Too Few Students	50%	40%
Number of Students	9	10	10
3. Limited English Proficient			
% Fail	0%	Data Not Available	Too Few Students
% Pass	100%	Data Not Available	Too Few Students
% Pass Plus	77%	Data Not Available	Too Few Students
Number of Students	13	Data Not Available	3
4. Students with Disabilities			
% Fail	14%	32%	54%
% Pass	86%	68%	46%
% Pass Plus	7%	12%	8%
Number of Students	14	25	13
5. White			
% Fail	1%	3%	4%
% Pass	99%	97%	96%
% Pass Plus	78%	66%	70%
Number of Students	373	352	303
State Scores			
% Fail	8%	9%	9%
% Pass	92%	91%	91%
% Pass Plus	54%	50%	51%

In addition to performing within the top 10% of the state, Sequoyah has seen continuous improvement in pass rates over the past 3 years. This improvement is despite the fact that the school is already high performing and the number of students tested has increased every year.