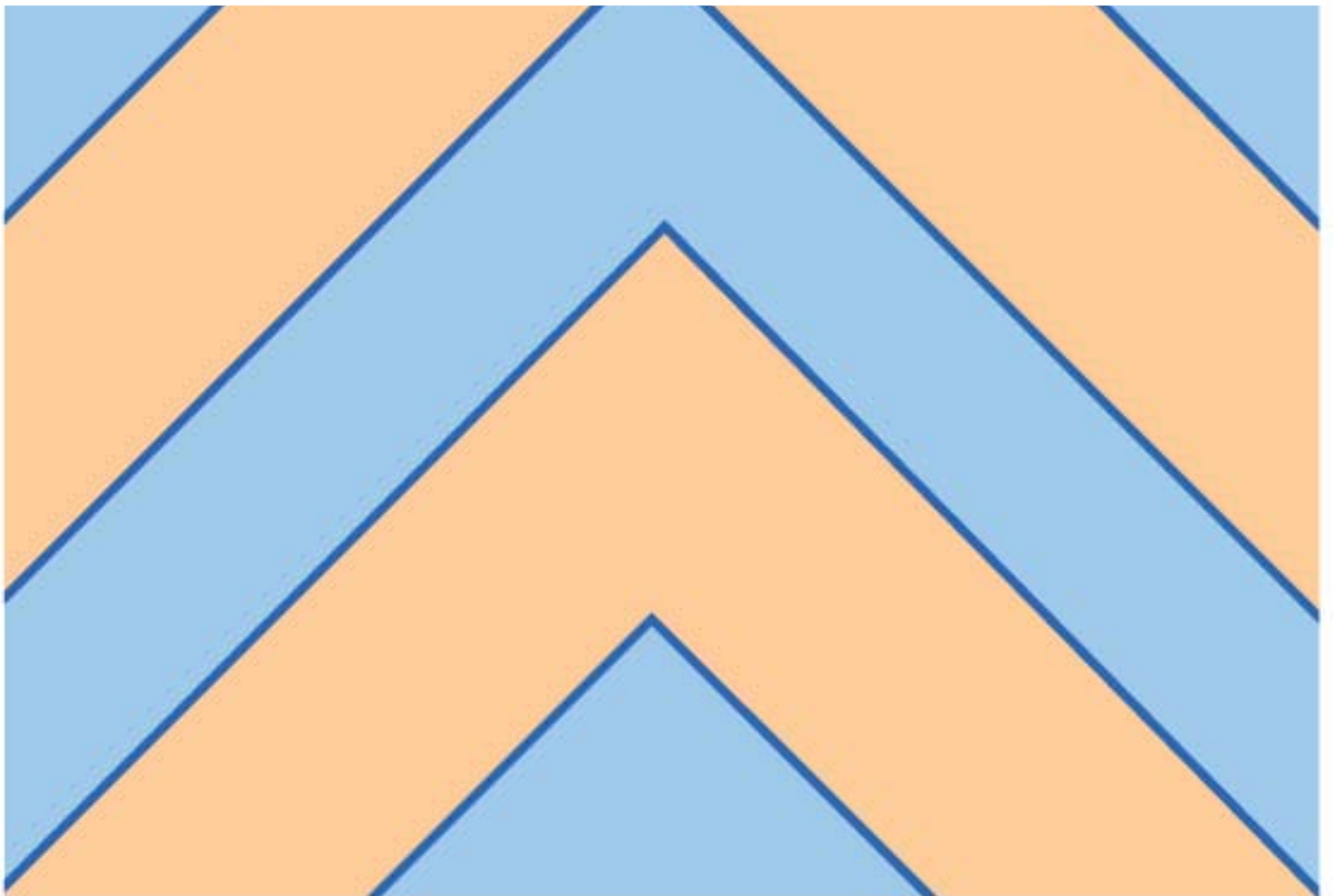


SCCPSS Board Accountability Committee Chevron Report

Specialty Programs

January 2016





Specialty Programs Chevron Reports

Purpose of the Specialty Programs Chevron Reports

The purpose of the Specialty Programs Chevron Reports is to provide board members with detailed information on each of the Specialty Programs that are supported and maintained within Savannah-Chatham County Public School System. The reports provide a holistic view using key indicators to assist on making decisions for program enhancements and or changes. A brief summary of the information provided within the Specialty Program Chevron Reports is provided below.

Mission / Design

The principal of each specialty school provided the specialty program's mission and identified specific objectives to support that mission. Background information on the program's design (school-wide versus program within a school), grade levels served, and start-up year is also reported in this section. The evaluation timeframe for all current Specialty Program Chevron Reports is for the 2013-14 school year.

Quantitative Data

The Quantitative Data section provides data on the program's mission outcomes, academic achievement, and financial data.

The Mission Outcome table reports outcomes data for key measures with a direct relationship to the specialty program's mission and objectives, as identified by the specialty program principal. When available, the specialty program's data is compared to the district average within the same grade-level span.

The Academic Achievement table reports provides the percentage of students who met/exceeded standard on the state-mandated assessments in Reading and Math for the past three years, along with the percentage of students who earned an SGP in the typical or high range in SY 2013-14. An Achievement versus Growth classification of high, moderate, or low is also reported. All Academic Achievement data include a comparison of the state, district, and specialty program results. Schools operating a program within a school design also include data for students who are not in the specialty program.

The Financial Data tables in this section include information on the school's budget allocation by source and category for fiscal year 2015.

Eligibility Criteria

The Eligibility Criteria section provides the standardized test scores, grade point average (GPA), and conduct grades that are required in order for students to qualify for admission to the specialty program.

Qualitative Data

The Qualitative Data section of the report includes information collected via a survey on stakeholders' interest and support for the specialty program. The survey includes measures on frequency of specialty program events; teacher professional development; interactions with parents, volunteers, and business partners; and perceptions of program effectiveness and parent/student satisfaction. A numeric score is assigned to each response option, and responses are totaled to determine an overall indicator of stakeholder interest and support.

Additional Data

The Additional Data section includes information that is designed to supplement the Quantitative Data section in order to provide a more comprehensive picture of specialty program outcomes. This includes information on student discipline and a variety of enrollment metrics.

The Discipline Metrics table provides a three-year comparison of the total number of discipline infractions, total number of time-out or in-school-suspension (ISS) infractions, and total number of out-of-school suspension (OSS) infractions. Schools operating a program within a school design include comparative data for students who are not in the specialty program.

The Enrollment Metrics table provides information from the specialty program lottery and from end-of-year enrollment data. Data generated from the lottery process includes the number of specialty program applications submitted; the number of applicants reviewed and deemed eligible; specialty program seats available; and applicants wait-listed. Enrollment data includes the specialty program capacity; out-of-zone, in-zone, and total enrollment; and average specialty program class size. A basic cost per student is also calculated based on the total end-of-year specialty program enrollment and the total budget allocation.

Principal's Corner

The Principal's Corner provides the building administrator with an opportunity to provide commentary and additional insight into the specialty program report. This section includes Points of Pride, which gives the principal an opportunity to highlight the positive items occurring at the school.

Specialty Program Chevron Report
 The Medical and Allied Health Program at Beach High School
 3001 Hopkins Street Savannah, GA 31401

Mission / Design

Mission: To engage students in a rigorous healthcare-focused curriculum which will allow them to improve the lives of the communities that they serve.

Objective: The objective of the Medical and Allied Health program at Beach High School is to ensure that students will develop the life-long skills that will enable them to succeed in their postsecondary education and careers in the medical field.

Program Design: Program within a school serving students in grades 9-12

Program Started: SY 2010-11

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Beach HS SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Enrollment / Capacity	71%	79%	88%
GMAS EOC Distinguished: Science	92% / 67%	81% / 68%	3% / 3%
National Healthcare Science Consortium Exam: Pass Rate	16%	68%	26%

Gray font represents CRCT Exceeds-Science.

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Beach HS SP	100%	90%	34%	68%	36%	17%	75%	LA HG
Beach HS nonSP	81%	77%	8%	40%	19%	9%	70%	LA HG

Gray font represents CRCT data.

*SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**2014-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$2,153	\$2,000	\$4,153	\$4,153	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

Specialty Program Chevron Report

The Medical and Allied Health Program at Beach High School

3001 Hopkins Street Savannah, GA 31401

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	Q	3 / 5
Parent participation in SP activities (% of the time)	26% - 50%	2 / 4
Frequency of parent interactions with teacher(s)	Q	3 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	A	2 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, SE, I	4 / 5
Number of volunteer hours impacting SP	26 - 50	2 / 4
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		38 / 50 (76%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Beach HS SP	31	12	19	6	1	11	25	11	8
Beach HS nonSP	613	394	715	109	18	309	499	375	378

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg SP Class Size	Basic Cost/Student*
					OZ	IZ	Total		
70	29	65	0	105	43	49	92	13	\$45.14

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Principal's Corner

Points of Pride

The Student Educational Enrichment Program (SEEP) sponsored by the Medical College of Georgia with Savannah State University is a six-week non-residential summer program held on the SSU campus. Participants will engage in college level introductory Biology and Chemistry with hands-on labs and seminars focused on health science and public health awareness. Students will receive a college elective credit for this course. Tuition and other fees are paid through the Medical College of Georgia in addition to a \$600 stipend that each participant will receive to assist with expenses. A Medical Explorer Post program has been chartered on the campus of Beach High School. This will allow students who would otherwise not be able to leave the campus to interact with the medical community.

Eleven and twelfth grade medical students participate in job shadowing and medical internships. Beach High School has developed partnerships with local medical facilities such as the Antioch Foot and Ankle Center and the Chatham Eye Associates who not only allow our students to shadow, but provides scholarships to the students as well. The Medical Specialty Program focuses on high academic achievement. The program has produced one Bill Gates Millennium Scholar as well as the Beach High School valedictorian for the last three consecutive years. Beach High School's Health Occupation Student Association (HOSA) has won several local and regional competition for speaking, medical terminology, recruitment and displays. Ninety percent of the medical students that graduate from the Medical Specialty and Allied Health Program matriculate into college or into a healthcare field in the military.

Story Behind the Numbers

The medical program is consistently gaining interest every year. The number of medical students have doubled from 2014 to the present with a waiting list of students. Parents of potential medical students would like to see the medical program function as a small learning community, school within a school. Working towards this goal would require an increase in the number of health care teachers as well as academic core teachers.

Specialty Program Chevron Report
 IB Middle Years Programme World School, Coastal Middle School
 4595 US Highway 80 East Savannah, GA 31410

Mission / Design

Mission: The mission of IB Middle Years Programme World School is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Objective:

- Addresses students' intellectual, social, emotional and physical well-being.
- Enables students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future.
- Ensures breadth and depth of knowledge and understanding through the study of eight subject areas.
- Requires the study of at least two languages to support students in understanding their own culture and that of others.

Program Design: School-wide program serving students in grades 6-8

Program Started: SY 2010-11

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Coastal Middle / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished	44% / 26%	48% / 27%	8% / 4%
Students >= 1 HS World Lang Credit	90% / 24%	89% / 20%	92% / 23%
Student Well Being	86% / 81%	82% / 81%	81% / 79%
Community Service	9 school-wide community service projects each year		

Gray font represents CRCT Exceeds

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	96%	96%	38%	85%	85%	37%	NA	NA
SCCPSS	95%	95%	31%	78%	76%	22%	61%	MA MG
Coastal MS SP	98%	99%	48%	92%	91%	36%	74%	HA HG
Coastal MS nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data

*2014-15 SGP data has not been released.

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$3,318	\$17,205	\$20,196	\$40,719	\$40,719	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

Specialty Program Chevron Report
IB Middle Years Programme World School, Coastal Middle School
 4595 US Highway 80 East Savannah, GA 31410

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	Q	3 / 5
Parent participation in SP activities (% of the time)	51% - 75%	3 / 4
Frequency of parent interactions with teacher(s)	W	5 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree: SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree: SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, MS, SE	2.5 / 5
Number of volunteer hours impacting SP	51 TO 75	3 / 4
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		40.5 / 48 (84%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Coastal Middle SP	51	49	226	28	27	96	17	22	84
Coastal Middle nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
185	42	53	0	850	37	775	782	26	\$52.07

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Honors and Awards

Georgia Lighthouse School to Watch – One of only 17 in our state, IB World School – One of only 31 IB Middle Year Programmes in the state of Georgia, Coastal Cares - Students Engaged in Community Service, Strong, Involved, Invested PTSA, Remarkable Teachers Who Foster Excellent Communication, Parent and Student-Friendly Team Websites, Award-Winning Honor's Band and Chorus, Award-Winning TSA and FCCLA organizations, Championship Athletics Department.

Stem-Related Activities-Lego Robotics, Technological Systems, 2-D Game Creation using MIT's Scratch Program, 3-D Game Creation using Kodu Game Lab, Mousetrap Car Design, Dragster Design, Engineering, Biotechnology, Website Design.

Clubs and Extra Curricular Activities-Robotics Club, Dram Club, Technology Student Association, International Media Festival, Model UN, Odyssey of the Mind, National Jr. Honor Society, Media Quiz Bowl, Jazz Band, International Culture, Deaf/Sign Language Club, Coastal Cares Community Service Club, Junior Chef's Club, Art Club

Story Behind the Numbers Our IB World School underwent an extensive IB reauthorization visit during December 2014. We expect our MYP programme will be reauthorized for the next five years. We are working to build excitement and pride in the programme within our community. IB offers a true "World Class" education and is a jewel waiting to be rediscovered.

Specialty Program Chevron Report
Medical and Allied Health Specialty Program, DeRenne Middle School
 1009 Clinch Street Savannah, GA 31405

Mission / Design

Mission: The Medical & Allied Health Program at DeRenne Middle School introduces students to the exciting and growing field of Healthcare Professions. Students are enrolled in a Healthcare Science class each year where they learn about careers, safety procedures and communication skills relevant to various healthcare professions. 7th & 8th graders also take High School Latin I to provide a linguistic foundation for further medical learning.

Objective:

The Medical & Allied Health Program at DeRenne Middle School engages students by providing relevant, meaningful instruction in a career pathway that they have chosen. The program prepares them to be successful in high school and to make an informed choice about their high school career pathway.

Program Design: Program within a school serving students in grades 6-8

Program Started: SY 2011-12

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (DeRenne Middle SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Students Earning >= 1 HS Credit in Latin	94% / 0%	94% / 0%	83% / 0%
Students Completing Healthcare Science	89% / 4%	98% / 2%	94% / 3%

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	96%	96%	38%	85%	85%	37%	NA	NA
SCCPSS	95%	95%	31%	78%	76%	22%	61%	MA MG
DeRenne MS SP	98%	96%	44%	96%	89%	27%	59%	HA MG
DeRenne MS nonSP	87%	89%	9%	65%	62%	7%	53%	LA MG

Gray font represent CRCT data

*2014-15 SGP data has not been released.

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

Financial Data

	FY 2016 Allocation			FY 2016 Funding Source	
	Software / Equipment	Staff (S&B)	Other	Total	General Fund
\$0	\$110,863	\$5,917	\$116,780	\$116,780	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

Specialty Program Chevron Report
Medical and Allied Health Specialty Program, DeRenne Middle School
 1009 Clinch Street Savannah, GA 31405

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	S	2 / 5
Parent participation in SP activities (% of the time)	26% - 50%	2 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree: SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree: SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	VS, MS, I	3.5 / 5
Number of volunteer hours impacting SP	Not tracked	NA
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		36.5 / 46 (79%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
DeRenne Middle SP	14	11	12	6	5	1	5	5	9
DeRenne Middle nonSP	1,188	560	516	423	144	94	597	391	362

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled	Avg Class Size	Basic Cost/Student*		
				OZ	IZ	Total			
76	22	125	0	150	24	24	48	27	\$2,432.92

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

- DeRenne Middle School is consistently improving in all areas affecting student achievement.
- Project Lead the Way (PLTW) Grant - \$20,000
 - Duke Talent Identification Program – 12 Students 2015-2016; 9 students 2014-2015.
 - Medical and Allied Health Program's (HOSA) students placed 1st, 2nd, and 3rd at the HOSA Regional Competition.
 - Regional Science Fair – 2nd and 3rd place
 - Participation in the GA Book Awards Quiz Bowl
 - Participation in the Armstrong State Math Tournament
 - District Honor Band participants – 3 students
 - District 1 Clinic Honor Band – 9 students
 - Georgia Southern University Stem Festival - 25 students
 - The Mediation Center of Savannah – Outstanding School Award
 - REACH Scholarship Recipients – 2 students
 - DEEP Young Author's Project – published works by students
 - Acceleration Courses for high school credit – Algebra, Literature, World History, Latin

Story Behind the Numbers

Our leadership team members and faculty have reviewed student data and established a three year strategic plan to implement school wide researched based strategies in curriculum and instruction; positive learning environment; along with professional development that lead to increased student achievement. Many of our students enter the 6th grade reading below grade level and scoring below grade level in math. Our mobility rate is 19%. However, our CCRPI score has increased 8.7 points from 48.7 to 57.4 during the past 3 years. Our SRI (Reading) data indicates a positive increase of more than 10% at each grade level. Our MAP (Math) data indicates a positive increase of 10% by the time the students enter 8th grade. The progress data illustrates our dedication and commitment to fostering student achievement. With the addition of our Instructional Specialist and Behavior Interventionist we expect that our student data will continue to show an upward trend.

Qualitative Data

Additional Data

Principal's Corner

Specialty Program Chevron Report
Savannah Early College Program
 400 Pennsylvania Avenue Savannah, GA 31404

Mission / Design

Mission: The overarching mission of Savannah Early College is to ignite a passion for learning & teaching at high levels by offering students who are traditionally under-represented on the nation's college campuses an opportunity to enroll in an honors curriculum while simultaneously pursuing college credit in their junior and senior years.

Objective: Savannah Early College seeks to promote college readiness and postsecondary success for its students by accomplishing the following objectives:

- Serve students who are traditionally under-represented as defined by first generation to attend college, minority, single parent household, and/or low socioeconomic status
- Provide students with a rigorous high school curriculum at the honors level
- Provide students with an opportunity to earn up to a year and a half of college credit from Savannah State University, making them highly qualified college applicants with transferable credit upon graduation

Program Design: School-wide program serving students in grades 9-12

Program Started: SY 2007-08

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Savannah Early College / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOC Distinguished	34% / 22%	42% / 23%	4% / 4%
Percent of Dual Enrollment credit earned / attempted	98% / 94%	98% / 96%	98% / 96%
Graduates enrolling in postsecondary institutions	75%	83%	91%

Gray font represents CRCT data.

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement vs Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Early College SP	99%	100%	62%	55%	53%	37%	63%	MA MG
Early College nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT Data

*SY12-13 Math not comparable to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**SY14-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$0	\$0	\$0	\$0	\$0

*Early College does not have SP funding; all SP activities are supported with existing school resources

Eligibility Criteria

GPA >= 80, Conduct = S

CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

Other: first generation to attend college, minority, single parent household, and/or low socioeconomic status

Specialty Program Chevron Report
Savannah Early College Program
 400 Pennsylvania Avenue Savannah, GA 31404

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	M	4 / 5
Parent participation in SP activities (% of the time)	76% - 100%	4 / 4
Frequency of parent interactions with teacher(s)	Q	3 / 5
Parent Satisfaction with SP	S	2 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	56%	3 / 4
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	A	2 / 3
Business Partner Contributions	VS, MS, SE, I	4 / 5
Number of volunteer hours impacting SP	Over 100	4 / 4
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		39 / 48 (81%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Early College SP	14	17	10	0	0	0	4	3	4
Early College nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
234	63	80	0	235	219	NA	219	17	\$0.00

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

- 100% Graduation Rate (Class of 2015)
- 100% of Savannah Early College students passed the Georgia High School Writing Test (SY2010-2015)
- 100 % of SEC graduates earned college credit (Class of 2015)
- 1 Georgia Master Teacher
- 5 WTOC "Top Teachers"
- 8 Students Named Superintendent's Student of the Month
- 7 Valedictorians and 3 Salutatorians
- 5 Students Awarded PAGE Star Student Award
- 3 U.S. Senate Youth Program District Nominees
- 1 Georgia Prudential Spirit of Community Service Award Recipient
- 4 Governor's Honors Program Participants
- 32% of our total enrolled students are identified as gifted (SY2014-15)
- Named a small stand-alone high school in July 2015

Story Behind the Numbers

- To provide a robust high school course catalog, Savannah Early College is looking forward to regaining the fine arts, counselor clerk, and assistant principal positions that were re-allocated due to the 2015-2016 enrollment of 231 students.
- A close partnership with The STEM Academy at Bartlett and enhanced middle school recruitment efforts (i.e. Shadow Days) will continue to support growth of Savannah Early College, particularly focusing on students who meet the criteria of the Early College initiative.
- With the transition to a high school and the projected 26% enrollment increase, Savannah Early College will be challenged to allocate funds for infrastructure to offer students the courses they need while maintaining the class size of a small learning community.
- With the transition to a high school and the projected 26% enrollment increase, Savannah Early College will be challenged to secure and/or allocate staff to increase elective options for students, given the current offering of two CTAE Pathways.
- Vertical planning with all middle schools and an enhanced partnership with the new "Paragon Male Academy" at Hubert Middle School will be a priority in the 2015-16 school year.
- With the transition to a high school and the projected 26% enrollment increase, an enhanced partnership with an updated Memorandum of Understanding with Savannah State University will be a priority in the 2015-16 school year.

Qualitative Data

Additional Data

Principal's Corner

Specialty Program Chevron Report

Charles Ellis Montessori Academy

220 East 49th Street Savannah, GA 31405

Mission / Design

Mission: The mission for Charles Ellis Montessori Academy is to ignite a passion for learning and teaching at high levels utilizing The Montessori Method and emphasizing the Montessori core values of Wonderment & The Joy of Childhood; Respect, Diversity & Harmony; Stewardship; Self-Reliance & Academic Empowerment; and Peace. By supporting the above core values, Charles Ellis Montessori Academy will fulfill Dr. Montessori's vision to educate the whole child for a whole world.

Objective: To provide a Montessori Prepared Environment facilitated by Montessori trained adults in order that students will be self-motivated, self-disciplined, and independent life-long learners.

Program Design: School-wide program serving students in grades K-8

Program Started: SY 1988-89

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Charles Ellis Mont. / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Mastery of Montessori Lessons	NA	80%	80%
Grace & Courtesy	NA	100%	100%
Community Service	At least 1 per quarter		

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	94%	95%	38%	85%	84%	38%	NA	NA
SCCPSS	93%	94%	30%	77%	76%	26%	61%	MA MG
Ellis K8 SP	98%	98%	50%	92%	89%	37%	62%	HA MG
Ellis K8 nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data.

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

*SGPs for SY 2014-2015 have not been released.

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$1,165	\$271,106	\$5,918	\$278,189	\$278,189	\$0

Eligibility Criteria

Kindergarten: Lottery only

Grade 1: BLT 30 or MOY DIBELS Composite 132

Grade 2: BLT 64 or MOY DIBELS Composite 140; GPA 80

Grade 3: BLT 78 or SRI 330; GPA 80; Conduct S

Grade 4: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); SRI 530; GPA 80; Conduct S

Grade 5-8: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); GPA 80; Conduct S

Grades 4-8 also require documented prior Montessori experience with a licensed Montessori provider

Specialty Program Chevron Report

Charles Ellis Montessori Academy
220 East 49th Street Savannah, GA 31405

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	M	4 / 5
Parent participation in SP activities (% of the time)	76% - 100%	4 / 4
Frequency of parent interactions with teacher(s)	W	5 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	49%	2 / 4
Teachers Agree: SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	Unknown	NA
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree: SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, MS, SE, I, O	5 / 5
Number of volunteer hours impacting SP	Over 100	4 / 4
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		39 / 44 (89%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Ellis K8 SP	34	36	12	8	29	6	1	2	5
Ellis K8 nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
708	97	105	216	609	543	NA	543	24	\$512.32

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride	<p>Cohort of teachers engaged in Montessori Credential Training Partnership with Oatland Island and Ellis K-8 Erdkinder (Grades 7 & 8) is supporting authentic Montessori experience for adolescents.</p> <p>Strong School Council participation in developing strategic plan for the school</p> <p>PTA engages families in ongoing social & learning opportunities</p> <p>Students maintain high levels of achievement and are demonstrating self-discipline, self-motivation and independence while building supportive learning communities.</p>
Story Behind the Numbers	<p>Challenges to the delivery of an authentic Montessori program include:</p> <p>Facilities – Space constraints</p> <p>Staffing – According to Montessori best practices we are not fully staffed with classroom paraprofessionals</p> <p>Despite these challenges we have a committed and resourceful community who support the core values of a Montessori Education.</p>

Qualitative Data

Additional Data

Principal's Corner



Specialty Program Chevron Report
 The Visual and Performing Arts Program at Esther F. Garrison K-8 School
 649 West Jones Street Savannah, GA 31401

Mission / Design

Mission: From artistic expression to academic success, Esther F. Garrison will provide a learning environment that engages learners, nurtures creativity, and builds community.

Objective: Esther F. Garrison School of Visual and Performing Arts' main objective is to promote high academic standards through the use, integration, and promotion of the visual and performing arts. Students will have the ability to realize their full potential both academically and emotionally with the integration of academics and artistic expression.

Program Design: School-wide program serving students in grades K-8
Program Started: SY 2010-11
Evaluation Timeframe: August 2014 – May 2015

Quantitative Data

Mission Outcome

Measure (Garrison K8 / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished	57% / 26%	60% / 27%	13% / 6%
Students meeting middle program audition criteria	36%	63%	70%
Students meeting SAA academic / audition criteria	65% / 53%	83% / 93%	84% / 89%

Gray font represents CRCT Exceeds

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	94%	95%	38%	85%	84%	38%	NA	NA
SCCPSS	93%	94%	30%	77%	76%	26%	61%	MA MG
Garrison K8 SP	99%	99%	66%	96%	97%	55%	68%	HA HG
Garrison K8 nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data.
 *SGP data for SY 14-15 has not been released.
Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$1,725	\$412,670	\$4,975	\$419,370	\$419,370	\$0

Eligibility Criteria

Kindergarten: Lottery only
 Grade 1: BLT 30 or MOY DIBELS Composite 132
 Grade 2: BLT 64 or MOY DIBELS Composite 140; GPA 80; Conduct S
 Grade 3: BLT 78; SRI 330; GPA 80; Conduct S
 Grade 4: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); SRI 530; GPA 80; Conduct S
 Grade 5: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); GPA 80; Conduct S
 Grades 6-8: GPA >= 80, Conduct = S, CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT, Audition

Specialty Program Chevron Report
 The Visual and Performing Arts Program at Esther F. Garrison K-8 School
 649 West Jones Street Savannah, GA 31401

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	M	4 / 5
Parent participation in SP activities (% of the time)	51% - 75%	3 / 4
Frequency of parent interactions with teacher(s)	Q	3 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	A	2 / 3
Business Partners with direct alignment to SP	Unknown	NA
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, MS, SE, I, O	5 / 5
Number of volunteer hours impacting SP	Not Tracked	NA
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		34 / 40 (85%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Garrison K8 SP	25	34	25	1	1	9	14	12	12
Garrison K8 nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
1131	153	178	364	745	723	NA	723	21	\$580.04

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

- 2015 National Blue Ribbon School
- National PTA School of Excellence
- Sponsored second annual "Savannah Sings"
- 2 students selected to GMEA All-State Orchestra,
- 4 students selected to GMEA All-State band
- 13 students selected to GMEA All-State Chorus

Story Behind the Numbers

K8 staffing different than middle school staffing (31 versus 25) to earn teachers
 Delayed time line for the construction of the 600 seat performance hall
 Safety concerns for construction of new multi-family housing unit and increase of traffic on Cohen Street and the risk to students crossing street to get to playground – request relocate playground

Specialty Program Chevron Report
Maritime Science and Logistics Program, Groves High School
 100 Priscilla D. Thomas Way Savannah, GA 31408

Mission / Design

Mission: The Groves High School Maritime Science/Logistics Program's mission is to reach, educate, and grow the current and future workforce of our logistics and maritime industry.

Objective: The Groves High School Maritime Science/Logistics Program aims to achieve the following objectives:

- Create awareness of the many career options in the area of logistics
- Maintain a connection with local businesses in the maritime science/logistics field in order to provide a program of study that meets the needs of the employer
- Produce a skilled workforce for the maritime science/logistics industry

Program Design: Program-within-a-school serving students in grades 9-12

Program Started: SY 2011-12

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Groves High SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Students Selected for MLET Internship	2	4	4
Students passing End of Pathway Assessments	NA	NA	11% / 60%
Postsecondary Logistics	NA	1	3

Academic Achievement

GMAS EOC	Achievement						***Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Groves HS SP	**	85%	26%	**	20%	17%	67%	LA HG
Groves HS nonSP	86%	82%	9%	33%	22%	5%	73%	LA HG

Gray font represents CRCT data.

*SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**Not reported; < 10 students

***2014-15 SGP Data has not been released

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$0	\$0	\$0	\$0	\$0

*SP does not have SP funding; all SP activities are supported with existing school resources

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

Specialty Program Chevron Report
Maritime Science and Logistics Program, Groves High School
 100 Priscilla D. Thomas Way Savannah, GA 31408

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	S	2 / 5
Parent participation in SP activities (% of the time)	26% - 50%	2 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	A	2 / 3
Business Partners with direct alignment to SP	80%	3 / 4
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	A	2 / 3
Business Partner Contributions	VS, MS, SE, I	4 / 5
Number of volunteer hours impacting SP	Not tracked	NA
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		33 / 46 (72%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Groves HS SP	10	38	35	6	21	23	3	12	9
Groves HS nonSP	966	703	721	514	370	245	401	287	414

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
74	27	90	7	120	4	28	32	14	\$0.00

*SP does not have SP funding; all SP activities are supported with existing school resources

Legend

OZ = Out of Zone IZ = In Zone *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Qualitative Data

Additional Data

Principal's Corner

Points of Pride	The establishment of the "Ladies of Logistics Luncheon and Downtown Tour" was hosted by Program's Major Business Partner, Mr. Charles Roberts. The ladies were mentored by Prominent women of the Industry, Ms. H. Moorer and Ms. S. Scott to name a few. We are excited to have five students selected as MLET Interns for the 2015 – 2016 School Year.
Story Behind the Numbers	We continue to need additional support to grow the program as we would like. The students are in need of the Certification Testing Modules that are used by other programs in the state; guaranteeing their pass rate of the Logistics Certification Exam. To fully prepare the students we would like to provide more hands on activities and opportunities to visit organizations to help blend the in-class experiences with their real world applications.

Specialty Program Chevron Report
Heard Elementary School Advanced Learning Academy
 414 Lee Boulevard Savannah, GA 31405

Mission / Design

Mission: The Advanced Learning Academy is designed to provide elementary school students an enriched, accelerated curriculum that meets the needs of the advanced learner by immersing students in rigorous, accelerated, relevant, and engaging learning experiences.

Objective: In order to provide students with rigorous, accelerated, relevant, and engaging learning experiences, Heard's Advanced Learning Academy:

- Utilizes Core Knowledge materials to teach students culturally-based, comprehensive units that allow students to work collaboratively using higher level thinking skills and problem-solving strategies
- Ensures all specialty program teachers are gifted certified
- Enhances classroom science instruction with hands-on experimentation and investigation in weekly Science Lab
- Provides students with World Language instruction
- Integrates visual and performing arts by providing students the opportunity to participate in weekly visual arts, dance, and violin instruction

Program Design: Program-within-a-school serving students in grades K-5

Program Started: SY 2000-01

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Heard ES SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished	55% / 28%	51% / 30%	14% / 4%
Students Completing World Language	100% / 27%	100% / 30%	100% / 30%
Students Participating in Music/Dance Arts Extension	79	94	121

Gray Font represents CRCT Data

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	93%	94%	38%	84%	83%	39%	NA	NA
SCCPSS	92%	92%	27%	76%	75%	28%	60%	MA MG
Heard ES SP	100%	100%	60%	95%	91%	52%	74%	HA HG
Heard ES nonSP	93%	87%	17%	77%	68%	21%	64%	LA MG

Gray Font represents CRCT Data

*SGP data for SY14-15 has not been released

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$61,384	\$1,000	\$62,384	\$62,384	\$0

Eligibility Criteria

Kindergarten: Lottery only
 Grade 1: BLT 30 or MOY DIBELS Composite 132
 Grade 2: BLT 64 or MOY DIBELS Composite 140; GPA 85
 Grade 3: BLT 78 or SRI 330; GPA 85; Conduct S
 Grade 4: CRCT 850 or NRT 6th stanine (Reading, ELA, & Math); SRI 530; GPA 85; Conduct S
 Grade 5: CRCT 850 or NRT 6th stanine (Reading, ELA, & Math); GPA 80; Conduct S

Specialty Program Chevron Report

Heard Elementary School Advanced Learning Academy

414 Lee Boulevard Savannah, GA 31405

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	W	5 / 5
Parent participation in SP activities (% of the time)	76%-100%	4 / 4
Frequency of parent interactions with teacher(s)	W	5 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree: SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	W	5 / 5
Business Partners Agree: SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	VS, MS, SE, I, O	4.5 / 5
Number of volunteer hours impacting SP	100 or more	4 / 4
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		49.5 / 50 (99%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Heard ES SP	9	5	3	0	0	0	1	2	0
Heard ES nonSP	17	7	4	1	1	1	9	3	2

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Waitlisted	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
306	89	98	66	415	333	53	386	21	\$161.62

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

- 2011 Georgia School of Excellence
- 2012 Title 1 Reward School-High Progress
- 2013 Alliance for a Healthier Generation Bronze School
- 2013-2014 National Beta School of Distinction
- 2014 Georgia PTA Nurse of the Year
- 2014 Georgia PTA Distinguished Principal Award
- 2015 S.H.A.P.E Grant award winner
- 2015 Highest composite score of 3rd, 4th and 5th grade students passing the GMAS for a Title 1 school
- 2015 Highest composite GMAS composite score in Science which allows 50 students to attend the Ocean Film Festival free of charge

Story Behind the Numbers

- Heard Elementary is in the final stages of the ESPLOST 2 construction of a new cafeteria, a renovated Media Center and a renovated administration wing. We look forward to moving in to the completed facility soon. With that comes a new computer lab and a MakerSpace area in the school. In our MakerSpace room is a 3D printer and multiple computers for students to work with for their projects.
- We are offering band and chorus to 3rd, 4th and 5th grade students for the first time in 3 years.
- Heard is in its second year of implementing a STEAM program. We offer a variety of *Wonder Why* camps after school and participate in *Figure It Out Friday* once a month to all students.
- Now that the new construction is winding down, it is important to plan for the older parts of the building to be renovated—walls painted to match the new building sections and new floor and ceiling tiles put in to match as well. Bathrooms in the kindergarten rooms need to be updated and carpets need to be replaced.
- Parking continues to be a concern. Additional parking spots need to be created for staff and visitors.

Specialty Program Chevron Report
Hodge Elementary School Medical/Allied Health Program
 3609 Hopkins Street, Savannah, GA 31405

Mission / Design

Mission: The Medical/Allied Health Program at Hodge Elementary School seeks to enrich students through a medical and allied health curriculum. We believe that a quality education is centered upon developing the whole child -- mind, body, and spirit.

Objective: At Sarah Mills Hodge Elementary School's Medical and Allied Health Program, our curriculum works to create well-rounded individuals who are knowledgeable about the human body, total body wellness, and the impact of the medical field in the lives of citizens all over the world. The Medical and Allied Health Specialty Program is designed to accomplish this goal through the integration of an inquiry based approach to learning. Students are involved in hands-on and higher-order thinking activities daily, in which they apply learned concepts to real-world experiences.

Program Design: Program within a school serving students in grades K-5

Program Started: SY 2010-11

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Hodge ES SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished: Science	23% / 27%	10% / 31%	3% / 4%
Student Health Knowledge Assessment (change pre-to-post)	2.6		2.3
Parent Involvement & Outreach	6 school-wide health-focused activities each year		

Gray font represents CRCT Exceeds: Science

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	93%	94%	38%	84%	83%	39%	NA	NA
SCCPSS	92%	92%	27%	76%	75%	28%	60%	MA MG
Hodge ES SP	96%	95%	10%	81%	80%	27%	50%	MA MG
Hodge ES nonSP	80%	76%	7%	53%	47%	4%	59%	LA MG

Gray font represents CRCT data.

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

*2014-2015 SGP data has not been released.

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$0	\$0	\$0	\$0	\$0

*SP does not have SP funding; all SP activities are supported with existing school resources

Eligibility Criteria

Kindergarten: Lottery only
 Grade 1: BLT 30 or MOY DIBELS Composite 132
 Grade 2: BLT 64 or MOY DIBELS Composite 140; GPA 80
 Grade 3: BLT 78 or SRI 330; GPA 80; Conduct S
 Grade 4: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); SRI 530; GPA 80; Conduct S
 Grade 5: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); GPA 80; Conduct S

Specialty Program Chevron Report
Hodge Elementary School Medical/Allied Health Program
 3609 Hopkins Street, Savannah, GA 31405

Stakeholders Interest/Support

Qualitative Data

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	Q	3 / 5
Parent participation in SP activities (% of the time)	26% - 50%	2 / 4
Frequency of parent interactions with teacher(s)	Q	3 / 5
Parent Satisfaction with SP	S	2 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	75%	3 / 4
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, MS, SE, I	
Number of volunteer hours impacting SP	O	5 / 5
Comparison of SP & nonSP academic outcomes	Not Tracked	NA
	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		36 / 46 (78%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Additional Data

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Hodge ES SP	10	20	7	0	2	0	2	5	6
Hodge ES nonSP	373	362	193	64	54	0	127	94	141

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
61	32	95	0	100	20	55	75	16	\$0.00

*SP does not have SP funding; all SP activities are supported with existing school resources

Legend

OZ = Out of Zone IZ = In Zone *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Principal's Corner

Points of Pride	Over 100 parents and champions have committed to building positive parent-teacher partnerships for the school year! Parents were excited, engaged, and enthused with the Academic Parent Teacher Teams (APTT)! Parents & Teachers work to set academic goals identified to improve Hodge students' performance. Presently all grades have conducted evening sessions to provide parents hands on activities to use at home. We look forward to continuing these activities for the school year! We are filled with Hodge PRIDE! We have Great parents! Great partnerships! Go Hodge Bears! The APTT is having a positive impact on school attendance also.
Story Behind the Numbers	To effectively establish a progressive learning culture, our class sizes is one of the most important school attribute associated with our school progress. With this in mind, my concern is having the resources available to maintain and sustain the improvement gains of my least prepared students. Additionally my hope is to build and preserve an experienced teacher staff. Our evidence suggests that more years of teacher experience has a positive effect on reading and math achievement. Experience teachers play a critical role in managing school-wide discipline. Additionally, lack of funding for the specialty program still remains a concern.

Specialty Program Chevron Report
 The CTAE Academy at Hubert Middle School
 768 Grant Street Savannah, GA 31401

Mission / Design

Mission: To allow students an opportunity to complete a three-year program of study in one of three chosen career pathways, and prepare them for the transition into their chosen high school pathways.

Objective: To prepare students to continue study of their chosen career pathway in the appropriate program at Groves, Jenkins, or Woodville-Tompkins High School through integration of academics and career education curriculum in an applied lab setting. Hubert's third-year program students demonstrate high school readiness by successful completion of a culminating project within their chosen pathway. Our program also strives for a focus on a personalized and supportive learning environment, leadership and teamwork skills; partnerships with local employers, and community service opportunities.

Program Design: Program within a school serving students in grades 6-8

Program Started: SY 2010-2011

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Hubert Middle-CTAE / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Students Successfully Completing Pathway Explorer Courses	78% / 22%	96% / 37%	93% / 45%
Students Successfully Completing Culminating Project	56%	60%	70%
Pursuing Chosen Pathway in High School	NA	10%	25%

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	96%	96%	38%	85%	85%	37%	NA	NA
SCCPSS	95%	95%	31%	78%	76%	22%	61%	MA MG
Hubert MS SP (CTAE)	97%	99%	18%	91%	75%	13%	63%	MA MG
Hubert MS nonSP (nonCTAE)	91%	91%	6%	61%	56%	2%	67%	LA HG

Gray font represent CRCT data

*2014-15 SGP data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$376,333	\$5,000	\$381,333	\$381,333	\$0

Note: Budget & Expenditures include both the Paragon and CTAE programs at Hubert.

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 800 CRCT

Specialty Program Chevron Report
The CTAE Academy at Hubert Middle School
 768 Grant Street Savannah, GA 31401

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	S	2 / 5
Parent participation in SP activities (% of the time)	26% - 50%	2 / 4
Frequency of parent interactions with teacher(s)	Q	3 / 5
Parent Satisfaction with SP	S	2 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	67%	3 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	A	2 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	A	2 / 3
Business Partner Contributions	VS, MS, I	3.5 / 5
Number of volunteer hours impacting SP	76 to 100	4 / 4
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		34.5 / 50 (69%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Hubert MS SP (CTAE)	24	21	26	13	12	10	6	7	15
Hubert MS nonSP (nonCTAE)	568	334	274	239	106	71	191	193	172

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
72	46	74	0	75	36	20	56	20	\$2,559.28

NOTE: Cost per Student reflects combined expenditures / combined enrollment for Hubert's Paragon and CTAE programs

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Qualitative Data

Additional Data

Principal's Corner

Points of Pride	FCCLA team won 1st place in Blow Dryer competition FBLA student finished 2nd in Public Speaking competition Engineering/TSA have a partnership with Savannah State University and STAR BASE to provide mentors for the robotics team and TSA competitions. We have an established STEM Explorer Post. The Academy hosted a successful career fair for the entire student population. 70% of the students completed a culminating project.
Story Behind the Numbers	Hubert is proud to be the only middle school with two Academies. Our CTAE Academy offers Business, Culinary Arts and Engineering and Robotics. Mr. Haynes, lead teacher for the Academy, was one of the top five teachers for Teacher of the Year for the district. Mr. Haynes sits on the TSA board and is regional Toys for Tots chairperson.

Specialty Program Chevron Report
 The Paragon Male Academy at Hubert Middle School
 768 Grant Street Savannah, GA 31401

Mission / Design

Mission: The Mission of The Paragon Male Academy for Young Men (formerly known as Risers Academy) is to develop the minds, strengthen the character, and foster the self determination of young men.

Objective: Our main objective is to address the areas of Academic Excellence, Leadership, and Service in order to gainfully equip each young man so that he can become a productive global citizen.

Program Design: Program within a school serving students in grades 6-8
Program Started: SY 2008-09
Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Hubert Middle-Paragon / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Proficient & Distinguished	85% / 78%	88% / 79%	5% / 21%
Students Promoted to 8th to 9th Grade	100%	96%	100%
Service & Leadership	3 service and leadership projects each year		

Gray font represents CRCT pass rate.

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	96%	96%	38%	85%	85%	37%	NA	NA
SCCPSS	95%	95%	31%	78%	76%	22%	61%	MA MG
Hubert MS SP (Paragon)	97%	98%	6%	93%	79%	4%	67%	MA HG
Hubert MS nonSP (nonParagon)	91%	91%	6%	61%	56%	2%	63%	LA MG

Gray font represent CRCT data.

*2014-15 SGP data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$376,333	\$5,000	\$381,333	\$381,333	\$0

Note: Financial Data include both the Paragon and CTAE programs at Hubert.

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 800 CRCT

Chevron Report

The Paragon Male Academy at Hubert Middle School

768 Grant Street Savannah, GA 31401

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	S	2 / 5
Parent participation in SP activities (% of the time)	51% - 75%	3 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SD	0 / 3
Business Partners with direct alignment to SP	75%	3 / 4
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	VS, MS, SE	2 / 5
Number of volunteer hours impacting SP	76 to 100	4 / 4
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		36 / 50 (72%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events;
 I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Hubert MS SP (Paragon)	16	29	40	5	13	15	8	16	24
Hubert MS nonSP (nonParagon)	576	326	274	247	105	71	189	184	172

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
61	30	37	3	75	25	68	93	24	\$2,559.28

NOTE: Cost per Student reflects combined expenditures / combined enrollment for Hubert's Risers and CTAE programs

Legend

OZ = Out of Zone IZ = In Zone *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Principal's Corner

Points of Pride

- The Paragon Male Academy had the distinct pleasure of being highlighted in the Savannah Morning News as being the academy that helps middle school males conquer behavior trouble and succeed in school (posted on Nov.28, 2015).
- The Paragon Male Academy was also highlighted by WSAV News for being the positive role models in the community.
- The Principal, Ms. Manning, The Lead Teacher, Mr. Ross, and several of the students were videoed and featured on WSAV.
- The Paragon Male Academy was also invited to participate in the NAACP Awards Freedom Banquet. The Young men were able to meet the state Senator Lester Jackson, former Mayor, Edna Jackson, New Mayor Eddie DeLoach, and other distinguished guests.
- One of the main highlights was the Induction Ceremony where we had over 300 parents, students, family members and friends came out and support them being inducted into the Paragon Male Academy.
- Jar'Mari Campbell, 6th Grade student, will be traveling to Italy to sing on stage with the Savannah Children's Choir.

Story Behind the Numbers

The Principal, Ms. Manning, would love to have the space to truly embody the school within a school concept. Currently, we are unable to house The Academy in a separate area where all the classes are together.



Specialty Program Chevron Report
The Biological & Environmental Sciences Program at Islands High School
 170 Whitmarsh Island Road, Savannah, GA 31410

Mission / Design

Mission: To engage students in hands-on, real world experiences in the scientific and veterinarian fields to promote understandings in the Biological/Environmental sciences.

Objective: The Islands High School's specialty program's Scientific Research courses will expose students to a rigorous academic curriculum focused in the biological and environmental sciences via a variety of hands-on modules surrounding both concentrations. These hands-on and site based courses will hone skills surrounding conservation, management and research. Students will select from either the Small Animal Care field or the research field and take specialized courses. Opportunities are built in to expose the students to community based projects available within their chosen fields to further enhance their concepts, and twelfth grade students will engage in internships designed around either the research or Veterinary Sciences fields.

Program Design: Program within a school serving students in grades 9-12
Program Started: SY 2010-11
Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Islands High SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Students Returning to the Program	87%	96%	98%
GMAS EOC Distinguished: Science	75% / 27%	60 / 27%	4% / 3%
Students Scoring >= 3 in AP Science	NA	41% / 45%	20% / 45%

Gray font represents CRCT data.

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Islands HS SP	98%	99%	55%	84%	63%	40%	64%	MA MG
Islands HS nonSP	91%	93%	28%	43%	25%	16%	63%	LA MG

Gray font represents CRCT data.
 *SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.
 **2014-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$69,896	\$6,251	\$76,147	\$76,147	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

Specialty Program Chevron Report
The Biological & Environmental Sciences Program at Islands High School
 170 Whitemarsh Island Road, Savannah, GA 31410

Stakeholders Interest/Support

Qualitative Data

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	M	4 / 5
Parent participation in SP activities (% of the time)	26% - 50%	2 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	67%	3 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	A	2 / 3
Business Partner Contributions	F, VS, MS, SE, I	4.5 / 5
Number of volunteer hours impacting SP	Not Tracked	NA
Comparison of SP & nonSP academic outcomes	S	1 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		36.5 / 46 (80%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Additional Data

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Islands HS SP	5	6	8	3	3	4	1	0	4
Islands HS nonSP	227	217	192	136	136	115	62	58	71

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
154	55	57	13	205	100	89	189	27	\$402.89

Legend

OZ = Out of Zone IZ = In Zone *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Principal's Corner

Points of Pride	<ul style="list-style-type: none"> Islands High School was named an AP Honor School in the following categories: STEM, Humanities and Merit during the 2014-15 school year. New AP classes are added to our course offerings. The 2015 District STAR Student attended Islands High School
Story Behind the Numbers	Islands High School continues to provide families with an excellent option for grades 9-12. The Vet Science/Scientific Research program is growing and students are provided with multiple opportunities to engage in hands on learning in the classroom and in the community.

Specialty Program Chevron Report
The Engineering Program at Jenkins High School
 1800 East DeRenne Avenue Savannah, GA 31406

Mission / Design

Mission: The School of Engineering at Jenkins High School strives to offer a comprehensive and rigorous educational opportunity that prepares students for postsecondary education and careers in the engineering field.

Objective: The School of Engineering ensures students are prepared for postsecondary study in the engineering field by establishing the expectation that students will successfully complete all core courses at the honors or AP level, in addition to successfully completing the program's challenging engineering and technology courses.

Program Design: Program within a school serving students in grades 9-12

Program Started: SY 2009-10

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Jenkins SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Students completing >= 1 course at Advanced/Accelerated level	100% / 34%	99% / 34%	98% / 28%
Students completing >= 1 Engineering course	63% / 3%	79% / 2%	81% / 2%
Graduates studying STEM at postsecondary level	NA	81%	73%

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Jenkins HS SP	100%	100%	78%	84%	78%	75%	61%	MA MG
Jenkins HS nonSP	82%	80%	12%	16%	8%	4%	57%	LA MG

Gray font represents CRCT data.

*SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**2014-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$284,741	\$8,469	\$293,210	\$293,210	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 850 CRCT or 6th Stanine NRT

Specialty Program Chevron Report
The Engineering Program at Jenkins High School
 1800 East DeRenne Avenue Savannah, GA 31406

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	Q	3 / 5
Parent participation in SP activities (% of the time)	0% - 25%	1 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, MS, SE, I	4.5 / 5
Number of volunteer hours impacting SP	Not Tracked	NA
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		38.5 / 46 (84%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Jenkins HS SP	7	25	17	5	16	8	2	2	7
Jenkins HS nonSP	948	1,132	705	485	363	417	401	314	239

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
215	57	193	0	200	122	22	144	22	\$2,036.18

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

Two Summer Camp Programs held annually; one for freshmen and one for upperclassmen. Students participate in engineering labs, visit college engineering programs, and work alongside members of our business advisory council. Members of our business advisory council provide funding so there is no cost to the students. Strong Business and Education Advisory Committee involvement with the program which help to fund the School of Engineering, provide internships to our students, host our annual summer camps, provide guest speakers, assist our students with individual engineering initiatives, and offer insight into our curriculum. College Board recognition as AP Honor School for AP access and AP STEM Honors- STEM Access – an interdisciplinary and applied approach and Cross-Curricular Education-FIRST Robotics: Our FIRST Robotics team competes in statewide robotics competitions each year. TSA-TSA prepares its members to be successful leaders in a technological society through co-curricular activities like communication, leadership, teamwork, and competitive skill development. Engineering Internships with companies such as Georgia Power, Weyerhaeuser, Gulfstream, Mitsubishi, Georgia Tech Summer Camp Program, DIRTT. One of our business partners, DIRTT, sponsored the Mountain Film Festival during the 2014-2015 and 2015-2016 school year. Guest speakers were featured at both events. Jenkins High School received a \$25,000 Technology grant for media equipment. School of Engineering students will be utilizing this equipment.

Story Behind the Numbers

Potential Expansion of the Program: staffing, equipment and facility adjustments

Specialty Program Chevron Report

Jacob G. Smith Traditional Academy

210 Lamara Drive, Savannah, GA 31405

Mission / Design

Mission:

To encourage and promote an education focused on high levels of academic, behavioral, and personal character achievement.

Objective: The Traditional Academy at J.G. Smith strives to offer an enriched and highly structured curriculum designed to develop good citizenship, intellectual skills, & concepts for strong academic achievement. The Traditional Academy

- Maintains a focus on mastering basic academic skills and developing effective study habits
- Delivers foreign language instruction in Latin
- Maintains a structured and orderly environment to foster its academic emphasis
- Develops well-rounded students by offering extracurricular music and arts programs, and embedding lessons on good citizenship and character education into the traditional curriculum

Program Design: School-wide program serving students in grades K-5

Program Started: SY 1997-98

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (JGS ES SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished	54% / 28%	65% / 30%	18% / 4%
Students Completing World Language	100% / 27%	100% / 30%	100% / 30%
Community Mentor-Student Interactions	71	118	214

Gray font represents CRCT Exceeds data.

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	93%	94%	38%	84%	83%	39%	NA	NA
SCCPSS	92%	92%	27%	76%	75%	28%	60%	MA MG
JG Smith ES SP	99%	99%	58%	95%	96%	57%	70%	HA HG
JG Smith ES nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

*SY14-15 SGP data has not been released.

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$3,176	\$55,277	\$100	\$58,553	\$58,553	\$0

Eligibility Criteria

Kindergarten: Lottery only

Grade 1: BLT 30 or MOY DIBELS Composite 132

Grade 2: BLT 64 or MOY DIBELS Composite 140; GPA 80

Grade 3: BLT 78 or SRI 330; GPA 80; Conduct S

Grade 4: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); SRI 530; GPA 80; Conduct S

Grade 5: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); GPA 80; Conduct S

Specialty Program Chevron Report

Jacob G. Smith Traditional Academy

210 Lamara Drive, Savannah, GA 31405

Stakeholders Interest/Support

Qualitative Data

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	M	4 / 5
Parent participation in SP activities (% of the time)	76%-100%	4 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	NA	NA
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, MS, SE, I	4.5 / 5
Number of volunteer hours impacting SP	Not tracked	NA
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		36.5 / 40 (91%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year

Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied

Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other

Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Additional Data

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
JG Smith ES SP	55	37	37	4	9	0	2	5	18
JG Smith ES nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
390	65	69	117	404	203	322	525	21	\$111.53

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Principal's Corner

Points of Pride

- Consistently high standardized test scores and CCRPI ratings
- Successful community involvement with Fine Arts programs (Chorus, Band, and Art)
- 95.8% of homeroom teachers are Gifted Certified (23 out of 24 homeroom teachers)
- Model PTA for 2014-2015 School Year
- Large parent involvement
- Extra-Curricular Opportunities: chorus, violin, piano, drama, Girls on the Run
- "PBIS Distinguished School Award" 2014-2015
- Member of "Club 100" 2015-2016 for Juvenile Diabetes Campaign
- Successful implementation of "7 Habits of Happy Kids" program with quarterly celebrations of student leaders

Story Behind the Numbers

- Physical building capacity with growing population.
- Number of computers per student given current online testing expectations.

Specialty Program Chevron Report
 The International Baccalaureate Diploma Programme at Johnson High School
 3012 Sunset Boulevard Savannah, GA 31404

Mission / Design

Mission:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Students participate in challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Objective:

To provide students with a strong, focused academic learning experience in the rigorous IB curriculum, and prepare students for successful completion of the coursework and assessments required to obtain the IB Diploma, which is the most rigorous high school diploma in the world.

Program Design: Program within a school serving students in grades 9-12

Program Started: SY 2000-01

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Johnson High SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Success Rate: IB Exams	69% / 61%	42% / 50%	51% / 44%
Candidates Earning IB Diploma	50% / 39%	10% / 12%	43% / 23%
Community Service	At least 5 program-wide community service projects each year		

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Johnson HS SP	100%	100%	39%	71%	61%	26%	65%	MA HG
Johnson HS nonSP	78%	81%	8%	24%	14%	4%	66%	LA HG

Gray font represents CRCT data.

*SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**2014-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$281,357	\$45,594	\$326,951	\$326,951	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 840 CRCT or 5th Stanine NRT

Specialty Program Chevron Report
The International Baccalaureate Diploma Programme at Johnson High School
 3012 Sunset Boulevard Savannah, GA 31404

Stakeholders Interest/Support

Qualitative Data

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	Q	3 / 5
Parent participation in SP activities (% of the time)	76% - 100%	4 / 4
Frequency of parent interactions with teacher(s)	W	5 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree: SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree: SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	VS, MS, SE, I	4 / 5
Number of volunteer hours impacting SP	0 - 25	1 / 4
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		42 / 50 (84%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Additional Data

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Johnson HS SP	29	40	65	17	29	50	9	10	13
Johnson HS nonSP	877	718	1,057	503	444	794	291	233	203

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
193	115	94	0	200	89	60	149	12	\$2,194.30

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Principal's Corner

Points of Pride	Johnson High School's IB class of 2015 students averaged a 1604 on the SAT, far exceeding the local, state and national averages. All members of our IB class of 2015 are currently enrolled in college despite the high percentage of these students who were on free and reduced lunch while students here at Johnson. The average scholarship award was \$29,000 excluding the HOPE scholarship. All members of the IB class of 2015 earned credit for Honors Physics and completed 3 years of a foreign language, factors that contribute to a higher CCRPI score for our school. Johnson graduated its first class of IB Career-Related Programme students in 2015. There were 12 students in this cohort. This also contributed to points to our CCRPI score. The IB class of 2015 included one Superintendent Student of the Month. The IB class of 2015 collectively completed over 750 hours of documented community service hours and were honored by the United Way of Coastal Georgia for their service to the Savannah area. Our IB Programmes have ensured that Johnson will achieve recognition by the Washington Post as one of America's Most Challenging High Schools. 63% of the total IB tests taken in 2015 by Johnson IB Diploma students earned a score of 4 or above which means that IB students were eligible to earn a combined 232 hours of college credit. 100% of the IB class of 2015 scored a 4 or above on at least 1 IB exam. 87% of the IB class of 2015 scored a 4 or above on at least 2 IB exams.
Story Behind the Numbers	Allocation of resources for the IB Programmes should ensure the continued implementation and development of the Programmes in terms of scheduling and training. Johnson will continue to work to place an increased number of students within our attendance zone into both the IB Diploma and Career-Related Programmes. Johnson will work to implement the MYP to all students in grades 9 and 10. Released IB exams will be given as benchmarks—once in the fall and once in the spring—to ensure student understanding of the content of IB exams and test-taking strategies and understanding of the IB rubrics are maximized.

Specialty Program Chevron Report

IB Primary Years Programme Candidate, Largo-Tibet Elementary School

430 Tibet Avenue, Savannah, GA 31406

Mission / Design

Mission: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Objective: The Largo-Tibet IB Primary Years Programme will:

- Address social, emotional, and cultural needs in addition to those considered to be more academic.
- Value traditional subject areas with an extra emphasis on the balance between the acquisition of essential knowledge and skills and the search for the meaning of, and understanding about, the world.
- Provide opportunity for learners to construct meaning through concept-driven inquiry
- Bring threads of students' learning together in the trans-disciplinary program of inquiry, which in turn allows them to make connections with life outside the school.

Program Design: School-wide program serving students in grades K-5

Program Started: Authorized in SY 2014-15

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Largo-Tibet ES SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished	24% / 28%	27% / 30%	3% / 4%
Students Completing World Language	80% / 27%	93% / 30%	99% / 30%
Community Service	School Wide Community Service Projects (began SY 2014-2015)		

Gray font indicated CRCT Exceeds data.

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	93%	94%	38%	84%	83%	39%	NA	NA
SCCPSS	92%	92%	27%	76%	75%	28%	60%	MA MG
Largo-Tibet ES SP	90%	94%	29%	72%	77%	28%	60%	MA MG
Largo-Tibet ES nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font indicates CRCT data.

*2014-15 SGP data has not been released.

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$72,482	\$21,500	\$93,982	\$93,982	\$0

Eligibility Criteria

Kindergarten: Lottery only
 Grade 1: BLT 30 or MOY DIBELS Composite 132
 Grade 2: BLT 64 or MOY DIBELS Composite 140; GPA 80
 Grade 3: BLT 78 or SRI 330; GPA 80; Conduct S
 Grade 4: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); SRI 530; GPA 80; Conduct S
 Grade 5: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); GPA 80; Conduct S

Specialty Program Chevron Report
IB Primary Years Programme Candidate, Largo-Tibet Elementary School
 430 Tibet Avenue, Savannah, GA 31406

Stakeholders Interest/Support

Qualitative Data

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	S	2 / 5
Parent participation in SP activities (% of the time)	0% - 25%	1 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	S	2 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree: SP prepares student for college & career above traditional learning environment	N	1 / 3
Business Partners with direct alignment to SP	67%	3 / 4
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree: SP prepares students for college & career above traditional learning environment	N	1 / 3
Business Partner Contributions	VS, MS, O	2 / 5
Number of volunteer hours impacting SP	Not Tracked	NA
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		25 / 44 (57%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Additional Data

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Largo-Tibet ES SP	68	98	89	0	0	0	45	88	80
Largo-Tibet ES nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
97	19	41	1	756	70	838	908	21	\$103.50

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Principal's Corner

Points of Pride	Proclamation and Recognition from Lt. Governor Casey Cagel for Largo-Tibet's Progress in our School Health and Wellness Program Largo-Tibet received the "Let's Move" Active Schools Recognition Award from Michelle Obama Georgia SHAPE Governor's Honor Roll Platinum Award 2 nd Place grades 2-3 Straw Tower Team 2016 School Expo 2 nd Place grade 4-5 PSA Competition 2016 School Expo 3 rd Place grades 2-3 PSA Competition 2016 School Expo 2014-2015 Elementary SPED Teacher of the Year - Lynnette Turns 2015-2016 Elementary SPED Teacher of the Year – Era Hall Students with a Bright Future Mentoring Program Annual Active Military and Veteran's Appreciation Day Breakfast and Program Our school has undertaken many community service projects in conjunction with IB and Largo-Tibet's Junior Beta Club: Toilet Paper Collection for Savannah Safe Shelter, Water Collection for Red Cross and Disaster Relief, Toys for Tots, Second Harvest Food Collection, Food and Supply Drive for Coastal Pet Rescue, and Relay for Life
Story Behind the Numbers	Largo-Tibet will be seeking full authorization or our IB PYP programme in October 2016 with IB of America PYP. Our IB Lead and the IB team chairs have done an exceptional job in preparation for authorization visit. We have continued with staff training in the PYP programme using the online learning component for teachers, off-site administrative training for our IB lead and media Specialist, and Largo has worked in partnership with Marshpoint Elementary School to assist teachers and share best practices for IB. As an IB school, we would greatly benefit from having a site based coordinator either half-time or full-time at our school. This would insure that the programme is implemented and maintained with fidelity.

Specialty Program Chevron Report
IB Primary Years Programme, Marshpoint Elementary School
 135 Whitmarsh Island Road Savannah, GA 31410

Mission / Design

Mission: The International Baccalaureate programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Objective: Marshpoint IB PYP focuses on the heart as well as the mind by

- Addressing social, emotional, and cultural needs in addition to those considered to be more academic.
- Valuing traditional subject areas with an extra emphasis on the balance between the acquisition of essential knowledge and skills and the search for the meaning of, and understanding about, the world.
- Providing opportunity for learners to construct meaning through concept-driven inquiry
- Bringing threads of students' learning together in the trans-disciplinary program of inquiry, which in turn allows them to make connections with life outside the school.

Program Design: School-wide program serving students in grades K-5

Program Started: SY 2006-07

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Marshpoint ES SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished	50% / 28%	51% / 30%	12% / 4%
Students Completing World Language	82% / 27%	95% / 30%	93% / 30%
Community Service	3 school wide projects		

Gray font indicates CRCT Exceeds data

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	93%	94%	38%	84%	83%	39%	NA	NA
SCCPSS	92%	92%	27%	76%	75%	28%	60%	MA MG
Marshpoint ES SP	96%	97%	46%	93%	92%	52%	64%	HA MG
Marshpoint ES nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data

*2014-15 SGP data has not been released.

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$87,371	\$22,500	\$109,871	\$109,871	\$0

Eligibility Criteria

Kindergarten: Lottery only
 Grade 1: BLT 30 or MOY DIBELS Composite 132
 Grade 2: BLT 64 or MOY DIBELS Composite 140; GPA 80
 Grade 3: BLT 78 or SRI 330; GPA 80; Conduct S
 Grade 4: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); SRI 530; GPA 80; Conduct S
 Grade 5: CRCT 825 or NRT 5th stanine (Reading, ELA, & Math); GPA 80; Conduct S

Specialty Program Chevron Report
IB Primary Years Programme, Marshpoint Elementary School
 135 Whitmarsh Island Road Savannah, GA 31410

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	M	4 / 5
Parent participation in SP activities (% of the time)	76% - 100%	4 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	S	2 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	A	2 / 3
Business Partners with direct alignment to SP	NA	NA
Frequency of business partner interaction with SP	Q	3 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	A	2 / 3
Business Partner Contributions	F, VS, MS, SE	2.5 / 5
Number of volunteer hours impacting SP	Over 100	4 / 4
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		33.5 / 44 (76%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Marshpoint ES SP	28	19	43	5	5	0	14	8	18
Marshpoint ES nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
213	56	61	6	730	152	849	1001	23	\$109.76

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

Marshpoint is an IBPYP World School, one of 491 in the United States. We completed the IB Re-evaluation process in December 2015. Our test scores continue to be above the state average. Other points of pride include Mariner Marathon, Reading under the Stars, Trunk or Treat, Inclusion and Diversity Night, Children's Book Week, Sweetheart Dance, 5th Grade IB Exhibition, Culture Fest, 3rd Grade Wax Museum, Choir & Orff Ensemble, and weekly EcoClub, STEM, Chess, and Quiz Bowl Clubs. In addition 5 Marshpoint teachers were awarded mini grants for technology through the district. We also were the 1st Place Winner of the Coastal Stem Fest May 2015 and had a 1st Place Winner for the Ga. State Poison Control Poster Contest. Forty-five students were recommended for the DUKE Talent Identification Program this year. Our active PTA has added to our Points of Pride with 167 students submitted 295 entries for PTA Reflections Program (Literature, Photography, Dance Choreography, Film Production, Music Composition, and Visual Arts) which was a 244% increase in participation. 100% staff joined PTA. Our PTA Awards include Model PTA, Outstanding Principal's Award, Savannah-Chatham Council of PTA's Volunteer Award, 300 Club Award (membership), Georgia Congress of Parent and Teacher Pacesetter's Award, and Georgia Congress of Parent and Teacher Early Bird Award (membership).

Story Behind the Numbers

The IBPYP at Marshpoint is "school-wide" with high expectations for every student. About 17% of our student enrollment consists of "out of attendance zone" specialty school students. The remainder is made up of students from our "in attendance zone" or neighborhood area. We draw a very diverse population from across the district and that is a key to our success. All students in grades Kindergarten through 5th participate in the IBPYP. We would like to offer more professional development opportunities for teachers to remain current in IB practices and status. This IB training is very expensive, and we do our best to be good stewards of tax payers' funds when we train. However, a larger budget for professional training is truly a need. As a school of global mindedness, we try to stay on the cutting edge of technology. Staff has worked hard to write grants for technology, but the push to remain state of the art with technology is difficult with budget restraints.

Specialty Program Chevron Report
Savannah Arts Academy Performing and Visual Arts Program
 500 Washington Avenue Savannah, GA 31405

Mission / Design

Mission: Savannah Arts Academy exists to develop graduates who exemplify academic and artistic excellence with high academic standards and dedication to their artistic field of study. Students not only discover and develop their artistic talents, but are adequately prepared for future careers and college experiences.

Objective: The main objective the specialty program at Savannah Arts Academy is to develop graduates who exemplify academic and artistic excellence.

Program Design: School-wide program serving students in grades 9-12

Program Started: SY 1998-99

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Savannah Arts Academy / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Visual & Performing Arts Assessment	NA	81% / 55%	78% / 53%
GMAS EOC Distinguished	59% / 22%	53% / 23%	15% / 4%
Students Completing HS & College Credit Courses	53% / 15%	56% / 17%	52% / 16%

Gray font represents CRCT Exceeds

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Savannah Arts SP	100%	100%	62%	90%	71%	54%	61%	MG MG
Savannah Arts nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data.

*SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**2014-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$2,869	\$269,170	\$25,886	\$297,925	\$297,925	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT
 Audition

Specialty Program Chevron Report
Savannah Arts Academy Performing and Visual Arts Program
 500 Washington Avenue Savannah, GA 31405

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	W	5 / 5
Parent participation in SP activities (% of the time)	76% - 100%	4 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	57%	3 / 4
Frequency of business partner interaction with SP	S	2 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	VS, MS, I, O	4 / 5
Number of volunteer hours impacting SP	Over 100	4 / 4
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		42 / 48 (88%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Savannah Arts SP	2	11	23	0	6	15	2	5	4
Savannah Arts nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
543	242	261	2	875	818	NA	818	17	\$364.21

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

- National Blue Ribbon School
- Georgia School of Excellence
- Georgia Platinum Award Winning School
- Advance Placement Challenge School
- Advance Placement Merit School
- Advance Placement STEM School
- Advance Placement STEM Achievement School
- Newsweek's list of Best American High School
- U.S News and World Report Gold and Silver School Winner
- Grammy Foundation Signature School
- Georgia Governor's Cup (two consecutive years)
- State and National Gold and Silver Scholastic Arts and Writing Winners
- 24 Advance Placement Classes / 25 Advance Placement Classes in 16-17
- Successful Advanced Calculus Program/Partnership with Georgia Tech
- \$11.3 million in academic scholarships – class of 2015

Story Behind the Numbers

- Ensuring an application/audition process that would continue to allow the very best and brightest student artists admission into the program while maintaining a rigorous academic program.
- The allocation of resources for the visual and performing arts program should ensure the continued development a quality program
- Creative financing and certification waivers would allow for additional part-time professional artists, adjunct faculty and hourly faculty; this would allow for additional classes/electives for students in their specialty area
- Quality time to collaborate with Ester F. Garrison K-8 Visual and Performing Arts as well as other arts schools in Georgia and geographically close
- Refining performance assessments for all specialty areas
- Maintain a professional development program that meets the diverse needs of academic and artistic faculty members keeping them on the cutting edge of research and pedagogy in their content areas
- Continue to manage the SAA technology plan ensuring our students have the very best in competitive technology
- Ensuring the safety of students; addressing the needs in the school's theater (theater rigging, curtains, equipment, etc.)
- Develop new and exciting programs that compliment current programs: Communication Arts: Animation Pathway; Theater/Music: Music Theater Pathway; Visual Arts: Fashion Pathway

Qualitative Data

Additional Data

Principal's Corner

Chevron Report
 The School of Law and Justice at Savannah High School
 400 Pennsylvania Avenue Savannah, GA 31404

Mission / Design

Mission:

To expose students to all aspects of the Criminal Justice System through a diverse and rigorous curriculum, volunteer community professionals, extracurricular activities, and college scholarship opportunities.

Objective:

To expose students to various careers in the Law and Justice pathway and encourage students to consider the profession as an option.

Program Design: Program within a school serving students in grades 9-12

Program Started: SY 2010-11

Evaluation Timeframe: August 2014 to June 2015

Quantitative Data

Mission Outcome

Measure (Savannah High SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Total Program Enrollment / Program Capacity	81%	63%	40%
Students Completing Courses for HS & College Credit	52% / 15%	8% / 17%	18% / 16%
Students Earning Technical College Certificate of Completion	NA	NA	0

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Savannah HS SP	100%	85%	29%	62%	14%	19%	63%	LA MG
Savannah HS nonSP	73%	76%	8%	22%	6%	7%	61%	LA MG

Gray font represents CRCT data.

*SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**2014-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$234,622	\$2,000	\$236,622	\$236,622	\$0

Eligibility Criteria

GPA >= 80, Conduct = S

CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT



Chevron Report

The School of Law and Justice at Savannah High School
400 Pennsylvania Avenue Savannah, GA 31404

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	Q	3 / 5
Parent participation in SP activities (% of the time)	0% - 25%	1 / 4
Frequency of parent interactions with teacher(s)	Q	3 / 5
Parent Satisfaction with SP	N	1 / 3
Student Satisfaction with SP	N	1 / 3
SP teachers participating in SP related professional development in last 3 years	NA	NA
Teachers Agree : SP prepares student for college & career above traditional learning environment	A	2 / 3
Business Partners with direct alignment to SP	100%	4 / 4
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	A	2 / 3
Business Partner Contributions	VS, MS, I	3.5 / 5
Number of volunteer hours impacting SP	0 - 25	1 / 4
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		27.5 / 46 (59%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Savannah High SP	22	15	34	5	0	11	17	15	21
Savannah High nonSP	291	217	784	62	16	302	216	187	439

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
				OZ	IZ	Total			
60	3	88	0	125	10	40	50	20	\$4,732.44

Legend

OZ = Out of Zone IZ = In Zone *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

The 2015-2016 school year has been full of growth and meaningful experiences for our Law Academy students. Our Street aw program in which students learn about legal practices and procedures, kicked off in August. Lawyers from the Attorney General's Office, from the Public Defender's office, and from private practices around Savannah, all came to Savannah High to teach our students. They helped create and present a varied curriculum about legal issues and protocol to our law students in a 10-session series. Our Student Police Academy kicked off in September, and in conjunction with the Savannah-Metro Police Department (SMPD), our School of Law began a program to ensure that our 2nd year law students have a thorough introduction to law enforcement policies and procedures. We also had 12 of our upper-classmen trained in peer mediation this semester, getting ready to "DO" law instead of just learn about it.

Story Behind the Numbers

I believe that we have successfully pressed the reset button on the School of Law. I have experienced teachers in the positions that are knowledgeable about many different aspects of the law and have actual field experience; most importantly they have a passion for our students and have begun an aggressive recruitment program to attract students from across the district.

Qualitative Data

Additional Data

Principal's Corner

Specialty Program Chevron Report
 International Baccalaureate Middle Years Programme, Southwest Middle School
 6030 Ogeechee Road Savannah, GA 31419

Mission / Design

Mission: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Objective: •Addresses students' intellectual, social, emotional and physical well-being.
 •Enables students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future.
 •Ensures breadth and depth of knowledge and understanding through the study of eight subject areas.
 •Requires the study of at least two languages to support students in understanding their own culture and that of others.

Program Design: School-wide program serving students in grades 6-8

Program Started: SY 2011-12

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Southwest Middle / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished	22% / 26%	18% / 27%	2% / 4%
Students >= 1 HS World Lang Credit	17% / 24%	7% / 20%	9% / 23%
Student Well Being	79% / 81%	79% / 81%	76% / 79%
Community Service	3 school-wide community service projects each year		

Gray font represents CRCT Exceeds data.

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	96%	96%	38%	85%	85%	37%	NA	NA
SCCPSS	95%	95%	31%	78%	76%	22%	61%	MA MG
Southwest MS SP	96%	96%	20%	79%	71%	10%	58%	MA MG
Southwest MS nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data.

*2015-14 SGP data has not been released.

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$250	\$17,205	\$20,064	\$37,519	\$37,519	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

Specialty Program Chevron Report
 International Baccalaureate Middle Years Programme, Southwest Middle School
 6030 Ogeechee Road Savannah, GA 31419

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	Y	1 / 5
Parent participation in SP activities (% of the time)	0% - 25%	1 / 4
Frequency of parent interactions with teacher(s)	S	2 / 5
Parent Satisfaction with SP	S	2 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	75%	3 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	A	2 / 3
Business Partners with direct alignment to SP	0%	0 / 4
Frequency of business partner interaction with SP	NA	NA
Business Partners Agree : SP prepares students for college & career above traditional learning environment	N	1 / 3
Business Partner Contributions	SE	0.5 / 5
Number of volunteer hours impacting SP	Not tracked	NA
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		14.5 / 39 (37%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Southwest MS SP	951	662	636	496	171	154	282	404	363
Southwest MS nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
104	9	45	0	960	14	1015	1029	27	\$36.46

Legend

OZ = Out of Zone IZ = In Zone *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

REACH Scholarship Recipient
 Double the number of Business Partners
 100 Black Men Mentoring Program
 Model PTSA for the last 3 years
 Community Awareness Projects: Type I Diabetes, Jeans for Troop, Red Ribbon Week, Dollar for Disasters, Susan G. Komen, 2nd Harvest Food Drive, and Low Country Down Syndrome Buddy Walk

Story Behind the Numbers

Southwest Middle School is a Title I suburban school located in the southwest corner of Chatham County and serves a diverse group of students from mid-town Savannah to the communities located primarily on the south side of the city. The greatest need for academic growth are in the areas of writing, math and science. We are focus on closing the Achievement Gap for our African American male students and for our students with disabilities. Teachers are receiving Professional Learning in the following areas to address the Achievement Gap: Differentiate Instruction, Thinking Maps, Effective Questioning and Rigor, Relevance and Relationship. In order to achieve our academic goals, we are focus on increasing student engagement, ensuring alignment of curriculum, instruction and assessments and increasing parent involvement.

Qualitative Data

Additional Data

Principal's Corner

Specialty Program Chevron Report

Science, Technology, Engineering, & Math Academy at Bartlett Middle School
207 East Montgomery Cross Road Savannah, GA 31406

Mission / Design

Mission: The mission of the STEM Academy is to provide students with a rigorous, relevant curriculum of academic study that will advance their knowledge in the areas of science, technology, and other branches of scholarship, empowering them to become college and career-ready and prepared to work in the twenty-first century.

Objective: To ensure all students at The STEM Academy have the opportunity to study in a STEM Certified School, according to GADOE STEM Certification Rubric.
Ensure that students demonstrate mastery of GPS curriculum standards in Science and Mathematics.
Ensure that all students demonstrate use of technology in all content areas.
Provide opportunities for students to create their own content with technology in all areas of study.

Program Design: School-wide program serving students in grades 6-8

Program Started: SY 2013-14

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (STEM / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
GMAS EOG Distinguished: Math & Science	NA	45% / 19%	10% / 3%
Students Participating in Science Fair	NA	100%	100%
STEM Certification Rubric Technology Integration Rating	NA	3 out of 3	3 out of 3

Gray font represents CRCT Exceeds: Math & Science

Academic Achievement

GMAS EOG	Achievement						*Growth: SY 13-14	
	Reading			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	96%	96%	38%	85%	85%	37%	NA	NA
SCCPSS	95%	95%	31%	78%	76%	22%	61%	MA MG
STEM Academy SP	NA	100%	69%	NA	97%	52%	59%	HA MG
STEM Academy nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data.

*2014-15 SGP data has not been released.

Legend: H = High, L = Low, M = Moderate; A = Achievement, G = Growth

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$208,025	\$8,000	\$216,025	\$216,025	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

NOTE: CRCT criteria for students entering in SY 2013-14 were 815 for reading & math and 810 in science.

Specialty Program Chevron Report
Science, Technology, Engineering, & Math Academy at Bartlett Middle School
 207 East Montgomery Cross Road Savannah, GA 31406

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	W	5 / 5
Parent participation in SP activities (% of the time)	76% - 100%	4 / 4
Frequency of parent interactions with teacher(s)	W	5 / 5
Parent Satisfaction with SP	VS	3 / 3
Student Satisfaction with SP	VS	3 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	83%	4 / 4
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, MS, SE, I	4.5 / 5
Number of volunteer hours impacting SP	Not tracked	NA
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		42.5 / 44 (97%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
STEM Academy SP	NA	112	98	NA	42	53	NA	52	35
STEM Academy nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
599	274	293	33	675	688	NA	688	24	\$313.99

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

- GADOE STEM Certification - only middle school certified STEM School in Georgia
- GAMSP Effective Middle School Program Award
- FETC STEM Excellence Award - Winner Middle Grades Division, Best STEM MS in US
- Continuing and Expanding partnerships with local universities and business partners

Story Behind the Numbers

We are planning to develop criteria for a Site-based STEM Coordinator to develop and maintain strong partnerships in the community and engage in grant writing for STEM initiatives. We are anxious to get results from our first AP Government class to see how we can continue to develop additional high school opportunities for STEM Academy students

Specialty Program Chevron Report

International Baccalaureate Program, Windsor Forest High School

12419 Largo Drive Savannah, GA 31419

Mission / Design

Mission: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Objective: The main objective of the International Baccalaureate Programme is to produce students that are prepared for their global futures. Students leaving the IB Programme will know how to conduct research, write research papers, get involved in the community, manage their time, and communicate effectively. The skills that IB teachers impart on their students are critical for the success of any student in the world that we live in.

Program Design: Program within a school serving students in grades 9-12

Program Started: SY 2010-11

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Windsor Forest HS SP / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Enrollment / Capacity	68%	65%	91%
Success Rate: IB Exams	32% / 61%	63% / 50%	40% / 44%
Candidates Earning IB Diploma	0% / 39%	14% / 12%	12% / 23%

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Windsor Forest HS SP	98%	98%	63%	77%	51%	46%	67%	MA HG
Windsor Forest HS nonSP	84%	86%	17%	40%	19%	8%	61%	LA MG

Gray font represents CRCT data.

*SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**2014-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$272,456	\$34,400	\$306,856	\$306,856	\$0

Eligibility Criteria

GPA >= 80, Conduct = S

CRCT/NRT (Reading, ELA, & Math) = 840 CRCT or 5th Stanine NRT

Specialty Program Chevron Report
International Baccalaureate Program, Windsor Forest High School
 12419 Largo Drive Savannah, GA 31419

Stakeholders Interest/Support

Qualitative Data

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	Q	3 / 5
Parent participation in SP activities (% of the time)	0 - 25%	1 / 4
Frequency of parent interactions with teacher(s)	Q	3 / 5
Parent Satisfaction with SP	S	2 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	60%	3 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	0%	0 / 4
Frequency of business partner interaction with SP	Y	1 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, I	3.5 / 5
Number of volunteer hours impacting SP	Not Tracked	NA
Comparison of SP & nonSP academic outcomes	B	2 / 2
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		26.5 / 46 (58%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Additional Data

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Windsor HS SP	16	20	5	13	18	2	3	2	2
Windsor HS nonSP	1,646	996	677	1,191	716	385	266	172	249

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
103	25	75	0	100	39	52	91	14	\$3,372.04

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Principal's Corner

Points of Pride	<ul style="list-style-type: none"> - 85% of students scored a 4 or higher on at least 1 IB exam - 26% of students score a 4 or higher on 4 or more exams. - Our IB Diploma rate increased to 15% - 70% of our IB Students scored a 4 or higher in their IB English A Literature class - 72% of our IB Students scored a 4 or higher on their IB Film Exams - 71% of our IB students scored a 4 or higher on their IB Spanish Exams.
Story Behind the Numbers	<ul style="list-style-type: none"> -We are closely monitoring our Specialty Program Student Retention (Due to other post-secondary accelerated options) -3 of 6 IB teachers are new to IB (1-2 years) -Students have not performed well on IB History of the America and IB Environmental Systems course assessments - (We are reviewing our data to determine, among other strategies, future course offerings (alternatives/pairings) - Scheduling flexibility has provided us an opportunity to provide some targeted support to increase successful student outcomes on assessments and increase retention - We are strategically monitoring the outcomes our of non-specialty continuum programs (IBMYP and IBCP) for its benefits of exposing more students to the rigor of IB courses and for providing successful transition and retention to IBDP.

Specialty Program Chevron Report
 Woodville-Tompkins Technical and Career High School
 151 Coach Joe Turner Street Savannah, GA 31408

Mission / Design

Mission: Woodville-Tompkins Technical and Career High School strives to prepare students for both college and careers through a rigorous and relevant academic curriculum that prepares students to become tomorrow's leaders.

Objective: To produce qualified leaders for successful careers through rigorous academic preparation.

Program Design: School-wide program serving students in grades 9-12

Program Started: SY 2011-12

Evaluation Timeframe: August 2014 to May 2015

Quantitative Data

Mission Outcome

Measure (Woodville-Tompkins HS / SCCPSS)	SY 2012-13	SY 2013-14	SY 2014-15
Students earning professional license/certification	2	NA	56
Students passing End of Pathway Assessments	68% / 36%	49% / 48%	81% / 60%
Students completing >= 1 Dual Enrollment course	NA	9% / 2%	16% / 3%
Participation in WBL / Youth Apprenticeship Program	NA	NA	30

Academic Achievement

GMAS EOC	Achievement						**Growth: SY 13-14	
	Literature & Composition			Math			Reading / Math	
	SY 12-13	SY 13-14	SY 14-15	*SY 12-13	SY 13-14	SY 14-15	% Typical or High Growth	Achievement v Growth
State	88%	89%	37%	48%	40%	33%	NA	NA
SCCPSS	86%	88%	27%	40%	28%	17%	64%	LA MG
Woodville-Tompkins HS SP	98%	98%	34%	51%	45%	24%	66%	MA HG
Woodville-Tompkins HS nonSP	NA	NA	NA	NA	NA	NA	NA	NA

Gray font represents CRCT data.

*SY 12-13 Math CRCT score does not compare to SY13-14 due to transition to Coordinate Algebra & Analytic Geometry.

**2014-15 SGP Data has not been released.

Legend: A = Achievement G = Growth H = High L = Low M = Moderate

Financial Data

FY 2016 Allocation				FY 2016 Funding Source	
Software / Equipment	Staff (S&B)	Other	Total	General Fund	Grants
\$0	\$0	\$1,000	\$1,000	\$1,000	\$0

Eligibility Criteria

GPA >= 80, Conduct = S
 CRCT/NRT (Reading, ELA, & Math) = 825 CRCT or 5th Stanine NRT

Specialty Program Chevron Report
Woodville-Tompkins Technical and Career High School
 151 Coach Joe Turner Street Savannah, GA 31408

Stakeholders Interest/Support

Item	Response	Points Achvd / Points Possible
Frequency of SP after hours events	M	4 / 5
Parent participation in SP activities (% of the time)	26% - 50%	2 / 4
Frequency of parent interactions with teacher(s)	M	4 / 5
Parent Satisfaction with SP	S	2 / 3
Student Satisfaction with SP	S	2 / 3
SP teachers participating in SP related professional development in last 3 years	100%	4 / 4
Teachers Agree : SP prepares student for college & career above traditional learning environment	SA	3 / 3
Business Partners with direct alignment to SP	NA	NA
Frequency of business partner interaction with SP	M	4 / 5
Business Partners Agree : SP prepares students for college & career above traditional learning environment	SA	3 / 3
Business Partner Contributions	F, VS, MS, SE, I	4.5 / 5
Number of volunteer hours impacting SP	Not Tracked	NA
Comparison of SP & nonSP academic outcomes	NA	NA
Stakeholders Interest Score (0-50% Minimal Support, 51%-74% Average Support; 75%-100% High Support)		32.5 / 40 (81%)

Legend

Frequency Items: W = at least once/week; M = at least once/month; Q = at least once/quarter; S = at least once/semester; Y = at least once/year
Satisfaction Items: VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied
Agreement Items: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Business Partner Contributions: F = Financial/monetary; VS = Volunteer Services; MS = Materials & Supplies; SE = Sponsorship of Events; I = Instructional; O = Other
Comparison of Outcomes: B = Much Better; S = About the Same; N = Not as Well; N/A = Not Applicable, schoolwide program

Discipline Metrics

	Total Infractions			ISS/Time-Out Infractions			OSS Infractions		
	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15	SY 12-13	SY 13-14	SY 14-15
Woodville-Tompkins SP	45	41	22	5	2	0	35	35	22
Woodville-Tompkins nonSP	NA	NA	NA	NA	NA	NA	NA	NA	NA

Enrollment Metrics: SY 14-15

Applications	Eligible	Seats Available	Wait-listed	Program Capacity	Enrolled			Avg Class Size	Basic Cost/Student*
					OZ	IZ	Total		
427	160	160	43	500	443	NA	443	18	\$2.26

Legend

OZ = Out of Zone IZ = In Zone % D = percent of district *Basic calculation does not account for cost factors related to subgroup populations such as Students with Disabilities, Economically Disadvantaged, and English Learners.

Points of Pride

- Named one of the Top High Schools in America (US News and World Report)
- Industry Certified Programs in the following areas: Business and Technology, Culinary Arts, Hospitality, Healthcare Science, Marketing, Early Childhood Education, and Engineering
- Go Build Georgia Gold Distinction High School
- 1st Graduating Class (100% Graduation Rate)

Story Behind the Numbers

- During the upcoming school year we would like to improve in the following areas:
- Increase access to technology to help our students remain competitive in today's global marketplace.
 - Increase enrollment in AP and Dual Enrollment classes. (Advanced Learning Options)
 - Increase the amount of business partnerships to provide opportunities for our career ready students.