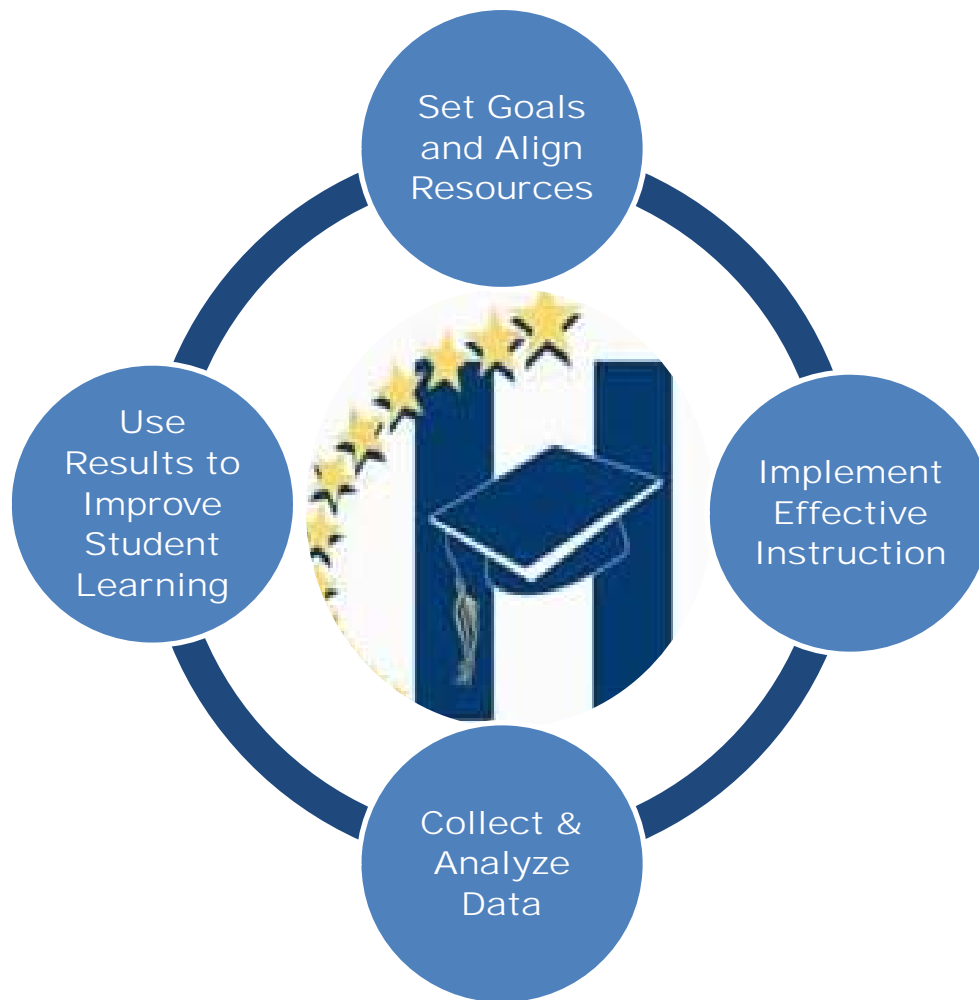


# Houston County High School



## **Student Performance Data Document**

# 2019 CCRPI Score Analysis

	Overall CCRPI Score	Content Mastery EOGs	Progress	Closing Gaps	Readiness	Grad Rate
<b>HCHS</b>	<b>94.6</b>	<b>92.9</b>	<b>97.8</b>	<b>100.0</b>	<b>87.7</b>	<b>95.0</b>
<b>System</b>	<b>80.7</b>	<b>73.3</b>	<b>84.7</b>	<b>81.9</b>	<b>79.2</b>	<b>88.4</b>
<b>State</b>	<b>77.0</b>	<b>69.4</b>	<b>82.1</b>	<b>80.0</b>	<b>74.5</b>	<b>82.6</b>



# 2019 College and Career Ready Performance Index (CCRPI)

**District:** Houston County - 676  
**School:** Houston County High School - 0192  
**Report Type:** High

## Overview

### SCHOOL INFORMATION

<b>NUMBER OF STUDENTS ENROLLED</b>	<b>1,991</b>
<b>SCHOOL GRADES</b>	<b>09, 10, 11, 12</b>
<b>ADDRESS</b>	920 Ga Highway 96 Warner Robins, GA 31088-2502
<b>DISTRICT WEBSITE</b>	<a href="http://www.hcbe.net">http://www.hcbe.net</a>
<b>TITLE I STATUS</b>	<b>N</b>


### SCHOOL DEMOGRAPHICS

<b>ASIAN / PACIFIC ISLANDER</b>	<b>7.1%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	<b>0.2%</b>
<b>BLACK</b>	<b>28.0%</b>
<b>HISPANIC</b>	<b>9.5%</b>
<b>MULTI-RACIAL</b>	<b>5.3%</b>
<b>WHITE</b>	<b>49.9%</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>33.1%</b>
<b>ENGLISH LEARNERS</b>	<b>3.7%</b>
<b>STUDENTS WITH DISABILITY</b>	<b>12.3%</b>

### HOW DID THE SCHOOL PERFORM?

**94.6**


**HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?**



**92.9** ↑

**Content Mastery**


English Language Arts	92.37
Mathematics	91.35
Science	96.63
Social Studies	91.28



**97.8** ↑

**Progress**


English Language Arts	95.10
Mathematics	100.00+
Progress Towards English Language Proficiency	100.00+



**100.0** ↑

**Closing Gaps**


Improvement Target Performance	100.00
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**87.7** ↑

**Readiness**



Literacy	81.28
Student Attendance	91.58
Accelerated Enrollment	100.00
Pathway Completion	89.13
College And Career Readiness	76.39



**95.0** ↑

**Graduation Rate**

4-Year Graduation Rate	94.82
5-Year Graduation Rate	95.37

**School Climate**

Survey	81.12
Discipline	90.71
Safe And Substance-Free Learning Environment	89.71
Attendance	95.50

# Content Mastery



## WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.

## HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

**92.9** +4.9

## HOW DID THE DISTRICT AND STATE PERFORM?

<b>DISTRICT SCORE</b>	<b>73.3</b>
<b>STATE SCORE</b>	<b>69.4</b>

## HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

**ENGLISH LANGUAGE ARTS** 100.00% Participation Rate **92.37** +6.19

[View ENGLISH LANGUAGE ARTS data](#)

9th Grade Literature **100.00**  
100.00% Participation Rate

American Literature **78.47**  
100.00% Participation Rate

**MATHEMATICS** 99.80% Participation Rate **91.35** +4.75

[View MATHEMATICS data](#)

Algebra I / Coordinate Algebra **86.99**  
100.00% Participation Rate

Geometry / Analytic Geometry **96.13**  
99.57% Participation Rate

**SCIENCE** 100.00% Participation Rate **96.63** +8.03

[View SCIENCE data](#)

Physical Science **93.76**  
100.00% Participation Rate

Biology **99.51**  
100.00% Participation Rate

**SOCIAL STUDIES** 100.00% Participation Rate **91.28** +0.57

[View SOCIAL STUDIES data](#)

U.S. History **99.55**  
100.00% Participation Rate










Economics **80.87**  
100.00% Participation Rate

## HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

### ACHIEVEMENT LEVELS - ENGLISH LANGUAGE ARTS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100.00% Participation Rate	5.64%	24.20%	49.94%	20.22%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	9.33%	21.33%	38.67%	30.67%
<b>BLACK</b> 100.00% Participation Rate	6.50%	34.15%	47.15%	12.20%
<b>HISPANIC</b> 100.00% Participation Rate	9.64%	26.51%	40.96%	22.89%
<b>MULTI-RACIAL</b> 100.00% Participation Rate	0.00%	30.43%	54.35%	15.22%
<b>WHITE</b> 100.00% Participation Rate	4.42%	18.32%	54.30%	22.96%
<b>ECONOMICALLY DISADVANTAGED</b> 100.00% Participation Rate	8.86%	31.65%	48.42%	11.08%
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	25.00%	50.00%	17.50%	7.50%
<b>STUDENTS WITH DISABILITY</b> 100.00% Participation Rate	25.00%	37.00%	33.00%	5.00%










### SCORES, TARGETS, AND FLAGS - ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 100.00% Participation Rate	92.37	86.60	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	95.35	90.00	
<b>BLACK</b> 100.00% Participation Rate	82.53	75.20	
<b>HISPANIC</b> 100.00% Participation Rate	88.56	80.67	
<b>MULTI-RACIAL</b> 100.00% Participation Rate	92.40	90.00	
<b>WHITE</b> 100.00% Participation Rate	97.90	90.00	
<b>ECONOMICALLY DISADVANTAGED</b> 100.00% Participation Rate	80.87	75.84	
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	53.75	47.61	
<b>STUDENTS WITH DISABILITY</b> 100.00% Participation Rate	59.00	52.87	

**ACHIEVEMENT LEVELS - MATHEMATICS**

	<b>Beginning Learner</b>	<b>Developing Learner</b>	<b>Proficient Learner</b>	<b>Distinguished Learner</b>
<b>ALL STUDENTS</b> 99.80% Participation Rate	<b>7.42%</b>	<b>24.43%</b>	<b>46.19%</b>	<b>21.96%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	<b>0.00%</b>	<b>10.00%</b>	<b>42.86%</b>	<b>47.14%</b>
<b>BLACK</b> 100.00% Participation Rate	<b>10.83%</b>	<b>31.77%</b>	<b>45.13%</b>	<b>12.27%</b>
<b>HISPANIC</b> 98.91% Participation Rate	<b>13.64%</b>	<b>26.14%</b>	<b>45.45%</b>	<b>14.77%</b>
<b>MULTI-RACIAL</b> 100.00% Participation Rate	<b>2.50%</b>	<b>25.00%</b>	<b>55.00%</b>	<b>17.50%</b>
<b>WHITE</b> 99.80% Participation Rate	<b>5.88%</b>	<b>22.11%</b>	<b>46.65%</b>	<b>25.35%</b>
<b>ECONOMICALLY DISADVANTAGED</b> 99.71% Participation Rate	<b>11.59%</b>	<b>33.04%</b>	<b>41.45%</b>	<b>13.91%</b>
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	<b>16.67%</b>	<b>26.67%</b>	<b>43.33%</b>	<b>13.33%</b>
<b>STUDENTS WITH DISABILITY</b> 97.87% Participation Rate	<b>23.08%</b>	<b>41.76%</b>	<b>27.47%</b>	<b>7.69%</b>










**SCORES, TARGETS, AND FLAGS - MATHEMATICS**

	<b>SCORE</b>	<b>TARGET</b>	<b>FLAG</b>
<b>ALL STUDENTS</b> 99.80% Participation Rate	<b>91.35</b>	<b>87.03</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	<b>100.00+</b>	<b>90.00</b>	
<b>BLACK</b> 100.00% Participation Rate	<b>79.43</b>	<b>71.19</b>	
<b>HISPANIC</b> 98.91% Participation Rate	<b>80.68</b>	<b>89.58</b>	
<b>MULTI-RACIAL</b> 100.00% Participation Rate	<b>93.75</b>	<b>90.00</b>	
<b>WHITE</b> 99.80% Participation Rate	<b>95.74</b>	<b>90.00</b>	
<b>ECONOMICALLY DISADVANTAGED</b> 99.71% Participation Rate	<b>78.84</b>	<b>74.47</b>	
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	<b>76.67</b>	<b>75.12</b>	
<b>STUDENTS WITH DISABILITY</b> 97.87% Participation Rate	<b>59.89</b>	<b>48.93</b>	

**ACHIEVEMENT LEVELS - SCIENCE**

	<b>Beginning Learner</b>	<b>Developing Learner</b>	<b>Proficient Learner</b>	<b>Distinguished Learner</b>
<b>ALL STUDENTS</b> 100.00% Participation Rate	<b>5.96%</b>	<b>20.08%</b>	<b>48.71%</b>	<b>25.25%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	<b>8.11%</b>	<b>9.46%</b>	<b>41.89%</b>	<b>40.54%</b>
<b>BLACK</b> 100.00% Participation Rate	<b>7.89%</b>	<b>27.96%</b>	<b>48.03%</b>	<b>16.13%</b>
<b>HISPANIC</b> 100.00% Participation Rate	<b>11.11%</b>	<b>26.67%</b>	<b>42.22%</b>	<b>20.00%</b>
<b>MULTI-RACIAL</b> 100.00% Participation Rate	<b>2.22%</b>	<b>13.33%</b>	<b>66.67%</b>	<b>17.78%</b>
<b>WHITE</b> 100.00% Participation Rate	<b>4.07%</b>	<b>16.86%</b>	<b>49.61%</b>	<b>29.46%</b>
<b>ECONOMICALLY DISADVANTAGED</b> 100.00% Participation Rate	<b>10.03%</b>	<b>27.43%</b>	<b>44.54%</b>	<b>17.99%</b>
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	<b>31.43%</b>	<b>31.43%</b>	<b>22.86%</b>	<b>14.29%</b>
<b>STUDENTS WITH DISABILITY</b> 100.00% Participation Rate	<b>24.14%</b>	<b>24.14%</b>	<b>37.93%</b>	<b>13.79%</b>

**SCORES, TARGETS, AND FLAGS - SCIENCE**










	<b>SCORE</b>	<b>TARGET</b>	<b>FLAG</b>
<b>ALL STUDENTS</b> 100.00% Participation Rate	<b>96.63</b>	<b>89.27</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	<b>100.00+</b>	<b>90.00</b>	
<b>BLACK</b> 100.00% Participation Rate	<b>86.21</b>	<b>76.54</b>	
<b>HISPANIC</b> 100.00% Participation Rate	<b>85.56</b>	<b>77.68</b>	
<b>MULTI-RACIAL</b> 100.00% Participation Rate	<b>100.00+</b>	<b>90.00</b>	
<b>WHITE</b> 100.00% Participation Rate	<b>100.00+</b>	<b>90.00</b>	
<b>ECONOMICALLY DISADVANTAGED</b> 100.00% Participation Rate	<b>85.25</b>	<b>80.07</b>	
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	<b>60.02</b>	<b>61.98</b>	
<b>STUDENTS WITH DISABILITY</b> 100.00% Participation Rate	<b>70.69</b>	<b>62.67</b>	







**ACHIEVEMENT LEVELS - SOCIAL STUDIES**

	<b>Beginning Learner</b>	<b>Developing Learner</b>	<b>Proficient Learner</b>	<b>Distinguished Learner</b>
<b>ALL STUDENTS</b> 100.00% Participation Rate	<b>9.89%</b>	<b>22.74%</b>	<b>42.27%</b>	<b>25.09%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	<b>9.52%</b>	<b>7.94%</b>	<b>44.44%</b>	<b>38.10%</b>
<b>BLACK</b> 100.00% Participation Rate	<b>16.44%</b>	<b>30.67%</b>	<b>39.11%</b>	<b>13.78%</b>
<b>HISPANIC</b> 100.00% Participation Rate	<b>14.12%</b>	<b>29.41%</b>	<b>38.82%</b>	<b>17.65%</b>
<b>MULTI-RACIAL</b> 100.00% Participation Rate	<b>3.92%</b>	<b>9.80%</b>	<b>60.78%</b>	<b>25.49%</b>
<b>WHITE</b> 100.00% Participation Rate	<b>6.01%</b>	<b>20.89%</b>	<b>42.04%</b>	<b>31.07%</b>
<b>ECONOMICALLY DISADVANTAGED</b> 100.00% Participation Rate	<b>14.68%</b>	<b>30.56%</b>	<b>41.27%</b>	<b>13.49%</b>
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	<b>30.00%</b>	<b>20.00%</b>	<b>43.33%</b>	<b>6.67%</b>
<b>STUDENTS WITH DISABILITY</b> 100.00% Participation Rate	<b>32.95%</b>	<b>27.27%</b>	<b>26.14%</b>	<b>13.64%</b>

**SCORES, TARGETS, AND FLAGS - SOCIAL STUDIES**

	<b>SCORE</b>	<b>TARGET</b>	<b>FLAG</b>
<b>ALL STUDENTS</b> 100.00% Participation Rate	<b>91.28</b>	<b>90.00</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	<b>100.00+</b>	<b>90.00</b>	
<b>BLACK</b> 100.00% Participation Rate	<b>75.12</b>	<b>78.25</b>	
<b>HISPANIC</b> 100.00% Participation Rate	<b>80.01</b>	<b>87.42</b>	
<b>MULTI-RACIAL</b> 100.00% Participation Rate	<b>100.00+</b>	<b>90.00</b>	
<b>WHITE</b> 100.00% Participation Rate	<b>99.10</b>	<b>90.00</b>	
<b>ECONOMICALLY DISADVANTAGED</b> 100.00% Participation Rate	<b>76.79</b>	<b>77.50</b>	
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	<b>63.34</b>	<b>57.13</b>	
<b>STUDENTS WITH DISABILITY</b> 100.00% Participation Rate	<b>60.24</b>	<b>59.52</b>	

**LEGEND**

-  Subgroup met 6% improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

# Progress



## WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

## HOW DID THE SCHOOL PERFORM ON PROGRESS?

**97.8** +0.5

## HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	<b>84.7</b>
STATE SCORE	<b>82.1</b>

## HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	<b>95.10</b>	+1.13
MATHEMATICS	<b>100.00+</b>	no change
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	<b>100.00+</b>	no change

## HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

### PROGRESS LEVELS - ENGLISH LANGUAGE ARTS

	SGP Levels			
	1-29	30-40	41-65	66-99
<b>ALL STUDENTS</b>	<b>22.49%</b>	<b>9.33%</b>	<b>23.68%</b>	<b>44.50%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	<b>8.70%</b>	<b>4.35%</b>	<b>27.54%</b>	<b>59.42%</b>
<b>BLACK</b>	<b>25.11%</b>	<b>12.11%</b>	<b>26.46%</b>	<b>36.32%</b>
<b>HISPANIC</b>	<b>17.81%</b>	<b>8.22%</b>	<b>24.66%</b>	<b>49.32%</b>
<b>MULTI-RACIAL</b>	<b>25.58%</b>	<b>6.98%</b>	<b>25.58%</b>	<b>41.86%</b>
<b>WHITE</b>	<b>23.71%</b>	<b>9.15%</b>	<b>21.36%</b>	<b>45.77%</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>25.09%</b>	<b>9.97%</b>	<b>23.37%</b>	<b>41.58%</b>
<b>ENGLISH LEARNERS</b>	<b>9.38%</b>	<b>6.25%</b>	<b>0.00%</b>	<b>84.38%</b>
<b>STUDENTS WITH DISABILITY</b>	<b>18.18%</b>	<b>9.09%</b>	<b>22.73%</b>	<b>50.00%</b>

### SCORES - ENGLISH LANGUAGE ARTS

	SCORE
<b>ALL STUDENTS</b>	<b>95.10</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	<b>100.00+</b>
<b>BLACK</b>	<b>87.00</b>
<b>HISPANIC</b>	<b>100.00+</b>
<b>MULTI-RACIAL</b>	<b>91.86</b>
<b>WHITE</b>	<b>94.60</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>90.73</b>
<b>ENGLISH LEARNERS</b>	<b>100.00+</b>
<b>STUDENTS WITH DISABILITY</b>	<b>100.00+</b>

**PROGRESS LEVELS - MATHEMATICS**

	SGP Levels			
	1-29	30-40	41-65	66-99
<b>ALL STUDENTS</b>	17.30%	8.59%	22.22%	51.89%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	11.76%	3.92%	23.53%	60.78%
<b>BLACK</b>	20.33%	9.13%	23.24%	47.30%
<b>HISPANIC</b>	15.94%	4.35%	24.64%	55.07%
<b>MULTI-RACIAL</b>	20.59%	8.82%	14.71%	55.88%
<b>WHITE</b>	16.16%	9.34%	21.72%	52.78%
<b>ECONOMICALLY DISADVANTAGED</b>	17.63%	7.80%	23.39%	51.19%
<b>ENGLISH LEARNERS</b>	3.70%	0.00%	29.63%	66.67%
<b>STUDENTS WITH DISABILITY</b>	12.99%	10.39%	22.08%	54.55%

**SCORES - MATHEMATICS**

	SCORE
<b>ALL STUDENTS</b>	100.00+
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	100.00+
<b>BLACK</b>	98.76
<b>HISPANIC</b>	100.00+
<b>MULTI-RACIAL</b>	100.00+
<b>WHITE</b>	100.00+
<b>ECONOMICALLY DISADVANTAGED</b>	100.00+
<b>ENGLISH LEARNERS</b>	100.00+
<b>STUDENTS WITH DISABILITY</b>	100.00+




**PROGRESS LEVELS - PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY**

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
<b>ENGLISH LEARNERS</b>	11.11%	7.41%	37.04%	44.44%

**SCORES, TARGETS, AND FLAGS - PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY**

	SCORE	TARGET	FLAG
<b>ENGLISH LEARNERS</b>	100.00+	90.00	

**LEGEND**

-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

# Closing Gaps



## WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

## HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

**100.0**  +1.4

## HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	<b>81.9</b>
STATE SCORE	<b>80.0</b>

# HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?









## SUMMARY OF FLAGS

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS				
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK				
HISPANIC				
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED				
ENGLISH LEARNERS				
STUDENTS WITH DISABILITY				










## ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
ALL STUDENTS	92.37	86.60	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	95.35	90.00	
BLACK	82.53	75.20	
HISPANIC	88.56	80.67	
MULTI-RACIAL	92.40	90.00	
WHITE	97.90	90.00	
ECONOMICALLY DISADVANTAGED	80.87	75.84	
ENGLISH LEARNERS	53.75	47.61	
STUDENTS WITH DISABILITY	59.00	52.87	

**MATHEMATICS**









	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b>	<b>91.35</b>	<b>87.03</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b>	<b>100.00+</b>	<b>90.00</b>	
<b>BLACK</b>	<b>79.43</b>	<b>71.19</b>	
<b>HISPANIC</b>	<b>80.68</b>	<b>89.58</b>	
<b>MULTI-RACIAL</b>	<b>93.75</b>	<b>90.00</b>	
<b>WHITE</b>	<b>95.74</b>	<b>90.00</b>	
<b>ECONOMICALLY DISADVANTAGED</b>	<b>78.84</b>	<b>74.47</b>	
<b>ENGLISH LEARNERS</b>	<b>76.67</b>	<b>75.12</b>	
<b>STUDENTS WITH DISABILITY</b>	<b>59.89</b>	<b>48.93</b>	

**SCIENCE**





	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b>	<b>96.63</b>	<b>89.27</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b>	<b>100.00+</b>	<b>90.00</b>	
<b>BLACK</b>	<b>86.21</b>	<b>76.54</b>	
<b>HISPANIC</b>	<b>85.56</b>	<b>77.68</b>	
<b>MULTI-RACIAL</b>	<b>100.00+</b>	<b>90.00</b>	
<b>WHITE</b>	<b>100.00+</b>	<b>90.00</b>	
<b>ECONOMICALLY DISADVANTAGED</b>	<b>85.25</b>	<b>80.07</b>	
<b>ENGLISH LEARNERS</b>	<b>60.02</b>	<b>61.98</b>	
<b>STUDENTS WITH DISABILITY</b>	<b>70.69</b>	<b>62.67</b>	



**SOCIAL STUDIES**

	<b>SCORE</b>	<b>TARGET</b>	<b>FLAG</b>
<b>ALL STUDENTS</b>	<b>91.28</b>	<b>90.00</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b>	<b>100.00+</b>	<b>90.00</b>	
<b>BLACK</b>	<b>75.12</b>	<b>78.25</b>	
<b>HISPANIC</b>	<b>80.01</b>	<b>87.42</b>	
<b>MULTI-RACIAL</b>	<b>100.00+</b>	<b>90.00</b>	
<b>WHITE</b>	<b>99.10</b>	<b>90.00</b>	
<b>ECONOMICALLY DISADVANTAGED</b>	<b>76.79</b>	<b>77.50</b>	
<b>ENGLISH LEARNERS</b>	<b>63.34</b>	<b>57.13</b>	
<b>STUDENTS WITH DISABILITY</b>	<b>60.24</b>	<b>59.52</b>	

**LEGEND**

-  Subgroup met 6% improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.


# Readiness



## WHAT IS READINESS?

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The indicators for elementary and middle schools include literacy, student attendance, and beyond the core. High school indicators include literacy, student attendance, accelerated enrollment, pathway completion, and college and career readiness.

## HOW DID THE SCHOOL PERFORM ON READINESS?

**87.7**  +2.0

## HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	<b>79.2</b>
STATE SCORE	<b>74.5</b>

## HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

<b>LITERACY</b>	<b>81.28%</b>	+4.95
<b>STUDENT ATTENDANCE</b>	<b>91.58%</b>	+0.80
<b>ACCELERATED ENROLLMENT*</b>	<b>100.00%</b>	no change

[View ACCELERATED ENROLLMENT data](#)

Dual Enrollment*	<b>43.50%</b>
23.81% Unbenchmarked Rate	
Advanced Placement*	<b>98.19%</b>
53.74% Unbenchmarked Rate	
International Baccalaureate	N/A

\*Scores benchmarked at the 75th percentile based on 2018 state rate for all students

<b>PATHWAY COMPLETION</b>	<b>89.13%</b>	+4.57
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[View PATHWAY COMPLETION data](#)

Advanced academic	<b>55.79%</b>
CTAE	<b>62.17%</b>
Fine arts	<b>25.53%</b>
World language	<b>23.64%</b>

<b>COLLEGE AND CAREER READINESS</b>	<b>76.39%</b>	-0.32
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[View COLLEGE AND CAREER READINESS data](#)

Entering TCSG / USG without needing remediation	<b>47.66%</b>
Readiness score on the ACT, SAT, AP or IB	<b>36.75%</b>
End of pathway assessment (EOPA)	<b>45.88%</b>
Work-based learning	<b>10.24%</b>

## HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

### LITERACY

	<b>RATE</b>
<b>ALL STUDENTS</b>	<b>81.28%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	<b>78.67%</b>
<b>BLACK</b>	<b>76.57%</b>
<b>HISPANIC</b>	<b>71.60%</b>
<b>MULTI-RACIAL</b>	<b>84.44%</b>
<b>WHITE</b>	<b>85.56%</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>74.76%</b>
<b>ENGLISH LEARNERS</b>	<b>40.00%</b>
<b>STUDENTS WITH DISABILITY</b>	<b>47.31%</b>

### STUDENT ATTENDANCE

	<b>RATE</b>
<b>ALL STUDENTS</b>	<b>91.58%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	<b>99.29%</b>
<b>BLACK</b>	<b>93.15%</b>
<b>HISPANIC</b>	<b>86.32%</b>
<b>MULTI-RACIAL</b>	<b>91.51%</b>
<b>WHITE</b>	<b>90.58%</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>84.63%</b>
<b>ENGLISH LEARNERS</b>	<b>93.24%</b>
<b>STUDENTS WITH DISABILITY</b>	<b>81.97%</b>

**ACCELERATED ENROLLMENT**

	<b>RATE</b>
<b>ALL STUDENTS</b>	<b>100.00%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	<b>100.00%</b>
<b>BLACK</b>	<b>87.52%</b>
<b>HISPANIC</b>	<b>100.00%</b>
<b>MULTI-RACIAL</b>	<b>100.00%</b>
<b>WHITE</b>	<b>100.00%</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>92.03%</b>
<b>ENGLISH LEARNERS</b>	Too Few Students
<b>STUDENTS WITH DISABILITY</b>	<b>25.49%</b>

**PATHWAY COMPLETION**

	<b>RATE</b>
<b>ALL STUDENTS</b>	<b>89.13%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	<b>92.86%</b>
<b>BLACK</b>	<b>91.15%</b>
<b>HISPANIC</b>	<b>86.96%</b>
<b>MULTI-RACIAL</b>	<b>92.59%</b>
<b>WHITE</b>	<b>87.50%</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>84.25%</b>
<b>ENGLISH LEARNERS</b>	Too Few Students
<b>STUDENTS WITH DISABILITY</b>	<b>67.44%</b>

**COLLEGE AND CAREER READINESS**

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	<b>RATE</b>
<b>ALL STUDENTS</b>	<b>76.39%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	<b>85.37%</b>
<b>BLACK</b>	<b>73.33%</b>
<b>HISPANIC</b>	<b>75.00%</b>
<b>MULTI-RACIAL</b>	<b>63.64%</b>
<b>WHITE</b>	<b>77.64%</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>63.97%</b>
<b>ENGLISH LEARNERS</b>	Too Few Students
<b>STUDENTS WITH DISABILITY</b>	<b>49.06%</b>

# Graduation Rate



## WHAT IS GRADUATION RATE?

Graduation Rate measures whether students are graduating from high school with a regular diploma in four or five years. This component includes both the four- and five-year adjusted cohort graduation rates and is only applicable to high schools.



## HOW DID THE SCHOOL PERFORM ON GRADUATION RATE?

**95.0**  +0.5

## HOW DID THE DISTRICT AND STATE PERFORM?









DISTRICT SCORE	<b>88.4</b>
STATE SCORE	<b>82.6</b>

## HOW DID THE SCHOOL PERFORM ON 4- AND 5-YEAR GRADUATION RATES?









4-YEAR GRADUATION RATE	<b>94.82%</b>	 +0.96
5-YEAR GRADUATION RATE	<b>95.37%</b>	 -0.45

## HOW DID THE SCHOOL PERFORM ON 4- AND 5-YEAR GRADUATION RATES?




### 4-YEAR GRADUATION RATE

	RATE	TARGET	FLAG
<b>ALL STUDENTS</b>	<b>94.82%</b>	<b>90.00%</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b>	<b>92.86%</b>	<b>90.00%</b>	
<b>BLACK</b>	<b>95.87%</b>	<b>90.00%</b>	
<b>HISPANIC</b>	<b>98.00%</b>	<b>90.00%</b>	
<b>MULTI-RACIAL</b>	<b>90.91%</b>	<b>90.00%</b>	
<b>WHITE</b>	<b>94.31%</b>	<b>90.00%</b>	
<b>ECONOMICALLY DISADVANTAGED</b>	<b>91.30%</b>	<b>87.86%</b>	
<b>ENGLISH LEARNERS</b>	Too Few Students	<b>66.02%</b>	
<b>STUDENTS WITH DISABILITY</b>	<b>75.00%</b>	<b>71.52%</b>	

### 5-YEAR GRADUATION RATE

	RATE	TARGET	FLAG
<b>ALL STUDENTS</b>	<b>95.37%</b>	<b>90.00%</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b>	<b>93.02%</b>	<b>90.00%</b>	
<b>BLACK</b>	<b>98.06%</b>	<b>90.00%</b>	
<b>HISPANIC</b>	<b>88.57%</b>	<b>90.00%</b>	
<b>MULTI-RACIAL</b>	<b>100.00%</b>	Too Few Students	
<b>WHITE</b>	<b>95.22%</b>	<b>90.00%</b>	
<b>ECONOMICALLY DISADVANTAGED</b>	<b>90.07%</b>	<b>89.53%</b>	
<b>ENGLISH LEARNERS</b>	<b>70.59%</b>	<b>74.13%</b>	
<b>STUDENTS WITH DISABILITY</b>	<b>80.70%</b>	<b>77.96%</b>	

#### LEGEND

-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target



# School Climate



## WHAT IS SCHOOL CLIMATE?

The School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. The rating is based on four components: 1) student, teacher, and parent perceptions of a school's climate; 2) student discipline; 3) a safe and substance-free learning environment; and 4) school-wide attendance.

Click [here](#) to learn more about School Climate.

## HOW IS THIS SCHOOL PERFORMING ON CLIMATE?

# 89.30



<b>ELEMENTARY SCHOOL</b>	★☆☆☆☆ 82.5 AND BELOW	★★☆☆☆ 82.6 to 87.1	★★★☆☆ 87.2 to 91.7	★★★★☆ 91.8 to 96.3	★★★★★ 96.4 AND ABOVE
<b>MIDDLE / HIGH SCHOOL</b>	★☆☆☆☆ 71.1 AND BELOW	★★☆☆☆ 71.2 to 77.2	★★★☆☆ 77.3 to 83.3	★★★★☆ 83.4 to 89.4	★★★★★ 89.5 AND ABOVE

## HOW DID THE SCHOOL PERFORM ON EACH CLIMATE INDICATOR?

### Legend

- ID** Incomplete Data - Data are not complete
- IP** Insufficient Participation - Minimum participation not met
- LI** Low Incidence - Count of incidents reported was significantly lower as compared to all schools
- LP** Low Participation - Minimum survey participation requirement not met
- N/A** Not Applicable - Sub-indicator is not applicable.
- NP** No Participation - No participation for this indicator
- NS** No Score - School does not receive a score

### SURVEY 81.12

[View SURVEY data](#)

Student	73.05
Teacher / Staff / Administrator	90.93
Parent	79.37

### DISCIPLINE 90.71

[View DISCIPLINE data](#)

Weighted Suspension Rate	90.71
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### SAFE AND SUBSTANCE-FREE LEARNING ENVIRONMENT 89.71

[View SAFE AND SUBSTANCE-FREE LEARNING ENVIRONMENT data](#)

Student Drug-Related Incidents (Data)	90.00
Violent Incidents (Data)	93.79
Bullying and Harassment Incidents (Data)	99.14
Student Drug-Related Incidents (Survey)	75.26
Violent Incidents (Survey)	93.90
Bullying and Harassment Incidents (Survey)	86.16

### ATTENDANCE 95.50

[View ATTENDANCE data](#)

Student Attendance	91.58
Personnel Attendance	96.34
Administrator Attendance	98.24
Staff Attendance	95.85

### ADDITIONAL CONSIDERATIONS

[View ADDITIONAL CONSIDERATIONS data](#)

Initial Score (average of 4 components)	89.26
Positive Behavioral Interventions and Supports (PBIS)	N/A
Maximum of 5 points added	
Unsafe School Choice Option (USCO)	N/A
USCO distinction for 2 consecutive years = 1 star removed	
USCO distinction for 3 consecutive years = 2 stars removed	

# MILESTONES ~EOC 2019

EOC	American Literature & Composition - All Students						Biology - All Students						Economics/Business/Free Enterprise - All Students						Ninth Grade Literature & Composition - All Students					
	1	2	3	4	2, 3, 4	exceeds 3 & 4	1	2	3	4	2, 3, 4	exceeds 3 & 4	1	2	3	4	2, 3, 4	exceeds 3 & 4	1	2	3	4	2, 3, 4	exceeds 3 & 4
Houston County	20%	35%	39%	6%	80%	45%	26%	22%	36%	16%	74%	52%	28%	27%	35%	10%	72%	45%	8%	25%	49%	18%	92%	67%
Georgia	20%	33%	39%	9%	80%	47%	29%	22%	35%	14%	71%	49%	26%	27%	34%	13%	74%	48%	13%	26%	44%	17%	87%	61%
HCCC	59%	22%	19%	0%	41%	19%	67%	17%	15%	0%	33%	15%	57%	21%	21%	0%	43%	21%	28%	41%	18%	13%	72%	31%
HCHS	10%	36%	46%	8%	90%	55%	8%	16%	45%	31%	92%	77%	19%	26%	41%	14%	81%	55%	3%	16%	53%	28%	97%	81%
NHS	29%	37%	30%	4%	71%	34%	37%	24%	27%	11%	62%	38%	29%	32%	32%	8%	71%	39%	11%	32%	45%	11%	89%	56%
PHS	20%	36%	39%	5%	80%	44%	31%	21%	36%	12%	69%	48%	18%	23%	43%	16%	82%	59%	8%	27%	49%	16%	92%	65%
VHS	10%	29%	50%	10%	90%	60%	13%	25%	45%	17%	87%	62%	18%	36%	44%	2%	82%	47%	3%	19%	57%	21%	97%	78%
WRHS	29%	37%	30%	4%	71%	34%	38%	27%	28%	7%	62%	35%	44%	21%	29%	6%	56%	35%	13%	32%	45%	10%	87%	55%

# MILESTONES ~ EOC 2019

EOC	Physical Science - All Students						United States History - All Students						Geometry - All Students						Algebra 1 - All Students					
	1	2	3	4	2, 3, 4	EXCEEDS 3 & 4	1	2	3	4	2, 3, 4	EXCEEDS 3 & 4	1	2	3	4	2, 3, 4	EXCEEDS 3 & 4	1	2	3	4	2, 3, 4	EXCEEDS 3 & 4
Houston County	21%	28%	36%	15%	79%	51%	20%	27%	34%	18%	79%	53%	19%	28%	35%	18%	81%	52%	18%	32%	40%	10%	82%	50%
Georgia	26%	27%	34%	13%	74%	47%	22%	30%	34%	14%	78%	48%	29%	30%	30%	11%	71%	41%	27%	32%	29%	12%	73%	41%
HCCC	67%	18%	12%	3%	33%	15%	62%	17%	21%	0%	38%	21%	40%	36%	12%	12%	60%	24%	63%	25%	13%	0%	38%	13%
HCHS	6%	27%	48%	19%	94%	67%	7%	20%	41%	32%	93%	73%	6%	23%	38%	34%	94%	71%	8%	32%	56%	5%	92%	60%
NHS	35%	39%	23%	3%	65%	26%	29%	30%	30%	11%	71%	41%	22%	29%	39%	9%	78%	48%	31%	46%	21%	2%	69%	24%
PHS	21%	33%	37%	9%	79%	46%	19%	32%	38%	11%	81%	48%	20%	34%	30%	17%	80%	46%	18%	36%	41%	5%	82%	46%
VHS	23%	39%	34%	4%	78%	38%	9%	22%	41%	28%	91%	69%	7%	25%	46%	22%	93%	68%	8%	39%	49%	4%	92%	53%
WRHS	45%	30%	21%	4%	55%	25%	38%	34%	23%	6%	62%	29%	40%	33%	22%	5%	60%	27%	39%	40%	19%	2%	61%	20%

<b>EOC</b>	<b>AM Lit Lexile Reading</b>			<b>9th Lit Lexile Reading</b>			<b>AM Lit Reading Status</b>		<b>9th Lit Reading Status</b>	
	<b>Below 1185L</b>	<b>1185L- 1385L</b>	<b>Above 1385L</b>	<b>Below 1050L</b>	<b>1050L -1260L</b>	<b>Above 1260L</b>	<b>Below Grade Level</b>	<b>Grade Level or Above</b>	<b>Below Grade Level</b>	<b>Grade Level or Above</b>
<b>Houston County</b>	<b>25%</b>	<b>34%</b>	<b>40%</b>	<b>13%</b>	<b>25%</b>	<b>62%</b>	<b>25%</b>	<b>75%</b>	<b>13%</b>	<b>87%</b>
<b>Georgia</b>	<b>25%</b>	<b>32%</b>	<b>43%</b>	<b>17%</b>	<b>25%</b>	<b>57%</b>	<b>25%</b>	<b>75%</b>	<b>17%</b>	<b>83%</b>
<b>HCCC</b>	67%	19%	15%	41%	23%	36%	67%	33%	41%	59%
<b>HCHS</b>	15%	35%	51%	5%	19%	76%	15%	85%	5%	95%
<b>NHS</b>	33%	36%	31%	16%	28%	56%	33%	67%	16%	84%
<b>PHS</b>	26%	35%	38%	14%	29%	57%	26%	74%	14%	86%
<b>VHS</b>	16%	32%	52%	6%	22%	71%	16%	84%	6%	94%
<b>WRHS</b>	34%	36%	30%	19%	29%	52%	34%	66%	18%	82%

# MILESTONES ~ EOC 2019

EOC	American Literature & Composition - All Students										Biology - All Students									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	EXCEEDS 2, 3 & 4	EXCEEDS 3 & 4
Houston County	71%	26%	80%	46%	85%	52%	78%	44%	80%	45%	70%	43%	71%	45%	72%	47%	75%	49%	74%	52%
Georgia	75%	37%	76%	43%	81%	49%	80%	47%	80%	47%	63%	38%	68%	43%	70%	45%	72%	49%	71%	49%
HCHS	84%	36%	90%	61%	92%	57%	87%	57%	90%	55%	85%	58%	81%	53%	85%	66%	92%	72%	92%	77%

# MILESTONES ~ EOC 2019

EOC	Economics/Business/Free Enterprise - All Students										Ninth Grade Literature & Composition - All Students									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4
Houston County	66%	32%	68%	39%	74%	46%	79%	50%	72%	45%	83%	48%	83%	48%	87%	57%	85%	54%	92%	67%
Georgia	69%	37%	72%	46%	72%	45%	77%	49%	74%	48%	76%	39%	77%	41%	84%	53%	82%	52%	87%	61%
HCHS	85%	50%	87%	57%	86%	61%	89%	60%	81%	55%	91%	62%	91%	58%	96%	72%	95%	74%	97%	81%

# MILESTONES ~ EOC 2019

EOC	Physical Science - All Students										United States History - All Students									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 2, 3 & 4	EXCEEDS 3 & 4	EXCEEDS 2, 3 & 4	EXCEEDS 3 & 4
Houston County	61%	22%	69%	26%	66%	31%	77%	46%	79%	51%	73%	41%	80%	51%	82%	55%	80%	54%	79%	53%
Georgia	65%	31%	66%	34%	67%	39%	73%	43%	74%	47%	73%	40%	76%	45%	75%	45%	76%	47%	78%	48%
HCHS	80%	37%	86%	38%	83%	45%	88%	59%	94%	67%	86%	56%	90%	69%	92%	73%	94%	77%	93%	73%



# MILESTONES ~ EOC 2019

EOC	Geometry - All Students										Algebra 1 - All Students									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4	CCRPI % 2, 3, 4	EXCEEDS 3 & 4
Houston County	80%	43%	86%	55%	90%	60%	82%	54%	81%	52%	-	-	69%	41%	83%	46%	86%	51%	82%	50%
Georgia	65%	29%	71%	32%	74%	38%	69%	39%	71%	41%	-	-	70%	36%	71%	35%	72%	38%	73%	41%
HCHS	88%	59%	91%	63%	94%	64%	94%	66%	94%	71%	-	-	81%	27%	90%	49%	91%	56%	92%	60%

<b>EOC</b>	<b>AM Lit Reading Status</b>					<b>9th Lit Reading Status</b>				
	<b>Grade Level or Above</b>									
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Georgia</b>	<b>63%</b>	<b>76%</b>	<b>77%</b>	<b>75%</b>	<b>75%</b>	<b>80%</b>	<b>82%</b>	<b>85%</b>	<b>82%</b>	<b>87%</b>
<b>Houston County</b>	<b>70%</b>	<b>73%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>73%</b>	<b>78%</b>	<b>82%</b>	<b>79%</b>	<b>83%</b>
<b>HCHS</b>	<b>74%</b>	<b>86%</b>	<b>83%</b>	<b>82%</b>	<b>85%</b>	<b>89%</b>	<b>89%</b>	<b>94%</b>	<b>91%</b>	<b>95%</b>

# HOUSTON COUNTY HIGH SCHOOL

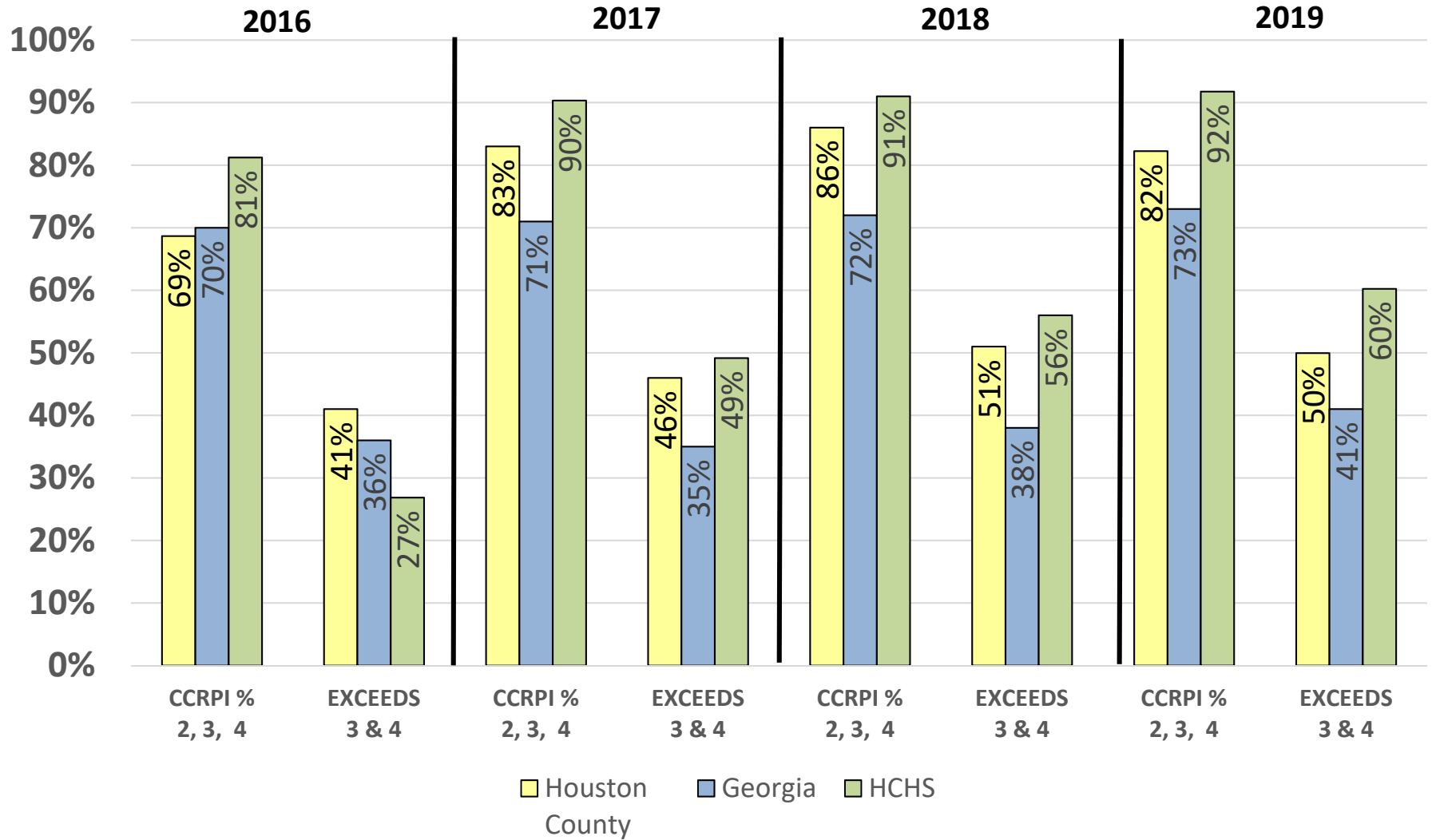
## 2019 EOG Domains

Ninth Grade Literature and Composition					
Writing	0	1	2	3	4
Extended Writing Task Idea Development, Organization, and Coherence	0.20%	4.99%	34.53%	43.91%	16.37%
Extended Writing Task Language Usage and Conventions	0.20%	7.78%	40.52%	51.50%	-
Narrative Writing Response	4.39%	12.97%	27.94%	35.13%	19.56%
Domains			Remediate Learning	Monitor Learning	Accelerate Learning
Reading and Vocabulary			18.96%	26.95%	54.09%
Writing and Language			18.96%	23.55%	57.49%
American Literature and Composition					
Writing	0	1	2	3	4
Extended Writing Task Idea Development, Organization, and Coherence	0.51%	5.58%	37.06%	52.03%	4.82%
Extended Writing Task Language Usage and Conventions	0.51%	5.08%	43.40%	51.02%	-
Narrative Writing Response	5.33%	18.53%	33.25%	31.22%	11.68%
Domains			Remediate Learning	Monitor Learning	Accelerate Learning
Reading and Vocabulary			43.91%	34.77%	21.32%
Writing and Language			45.18%	27.92%	26.90%

<b>HOUSTON COUNTY HIGH SCHOOL</b>		<b>Remediate Learning</b>	<b>Monitor Learning</b>	<b>Accelerate Learning</b>
<b>Algebra I</b>	Equations	<b>43.34%</b>	<b>41.93%</b>	<b>14.73%</b>
	Expressions	<b>36.54%</b>	<b>35.13%</b>	<b>28.33%</b>
	Functions	<b>35.13%</b>	<b>36.83%</b>	<b>28.05%</b>
	Algebra Connections to Statistics and Probability	<b>35.41%</b>	<b>48.16%</b>	<b>16.43%</b>
<b>Geometry</b>	Congruence and Similarity	<b>28.51%</b>	<b>26.44%</b>	<b>45.06%</b>
	Circles	<b>28.51%</b>	<b>39.08%</b>	<b>32.41%</b>
	Equations and Measurement	<b>25.29%</b>	<b>23.91%</b>	<b>50.80%</b>
	Statistics and Probability	<b>20.69%</b>	<b>27.36%</b>	<b>51.95%</b>
<b>Biology</b>	Cells	<b>21.41%</b>	<b>25.86%</b>	<b>52.73%</b>
	Cellular Genetics & Heredity	<b>25.45%</b>	<b>33.33%</b>	<b>41.21%</b>
	Classification & Phylogeny	<b>16.97%</b>	<b>37.37%</b>	<b>45.66%</b>
	Ecology	<b>23.23%</b>	<b>38.18%</b>	<b>38.59%</b>
	Theory of Evolution	<b>24.65%</b>	<b>28.48%</b>	<b>46.87%</b>
<b>Physical Science</b>	Chemistry: Atomic and Nuclear Theory and the Periodic Table	<b>31.23%</b>	<b>36.34%</b>	<b>32.43%</b>
	Chemistry: Chemical Reactions and Properties of Matter	<b>21.92%</b>	<b>48.95%</b>	<b>29.13%</b>
	Physics: Energy, Force, and Motion	<b>28.53%</b>	<b>39.34%</b>	<b>32.13%</b>
	Physics: Waves, Electricity, and Magnetism	<b>27.33%</b>	<b>31.23%</b>	<b>41.44%</b>
<b>United States History</b>	Colonization through the Constitution	<b>23.39%</b>	<b>36.93%</b>	<b>39.68%</b>
	New Republic through Reconstruction	<b>24.08%</b>	<b>25.69%</b>	<b>50.23%</b>
	Industrialization, Reform, & Imperialism	<b>24.54%</b>	<b>27.75%</b>	<b>47.71%</b>
	Establishment as a World Power	<b>26.83%</b>	<b>32.11%</b>	<b>41.06%</b>
	Post-World War II to the Present	<b>24.54%</b>	<b>40.37%</b>	<b>35.09%</b>
<b>Economics/ Business/Free Enterprise</b>	Fundamental Economic	<b>44.16%</b>	<b>36.55%</b>	<b>19.29%</b>
	Microeconomic Concepts	<b>39.09%</b>	<b>26.40%</b>	<b>34.52%</b>
	Macroeconomic Concepts	<b>32.49%</b>	<b>49.24%</b>	<b>18.27%</b>
	International Economics	<b>37.56%</b>	<b>31.98%</b>	<b>30.46%</b>
	Personal Finance Economics	<b>31.98%</b>	<b>35.53%</b>	<b>32.49%</b>

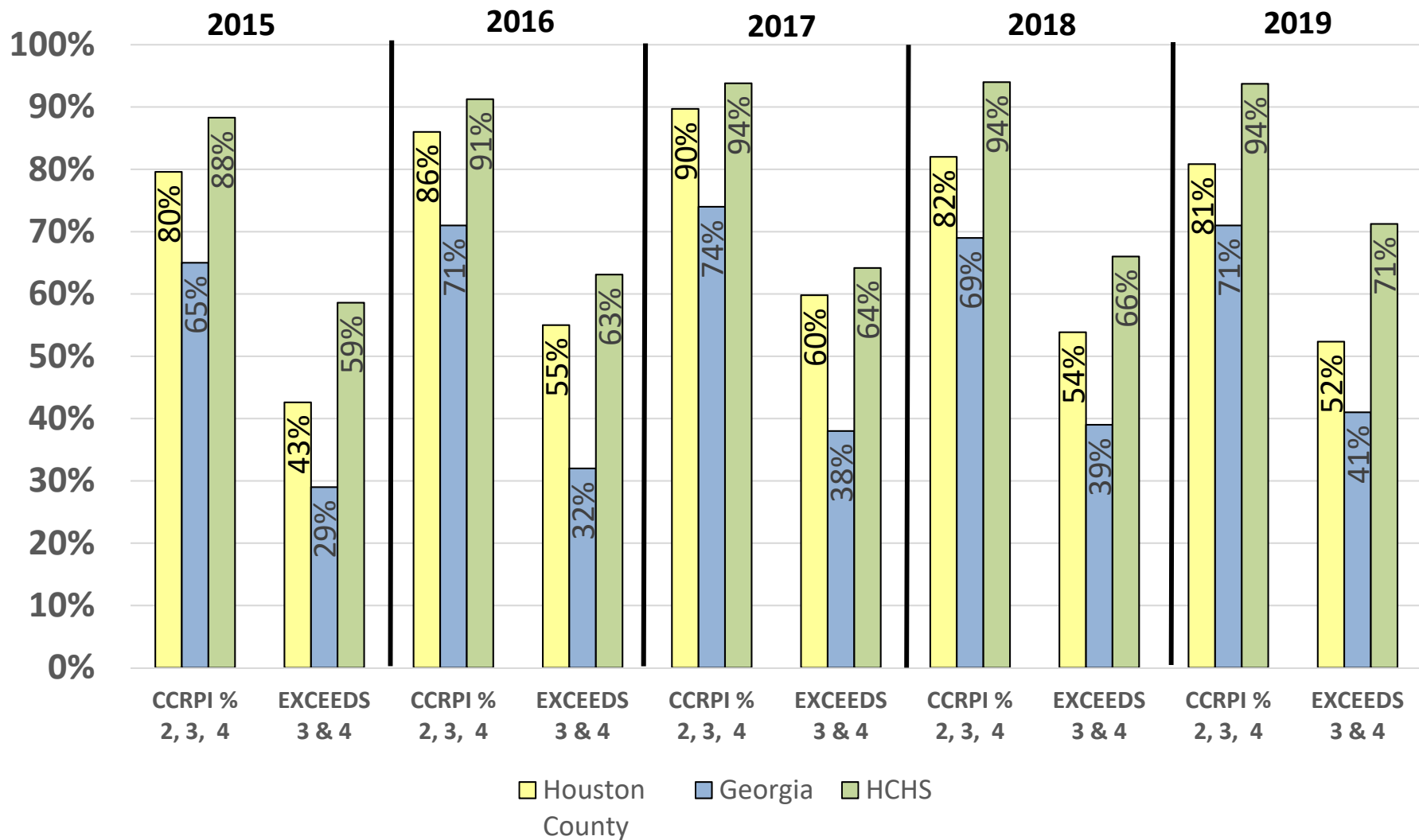
# EOC 2019

## Algebra 1 - All Students



# EOC 2019

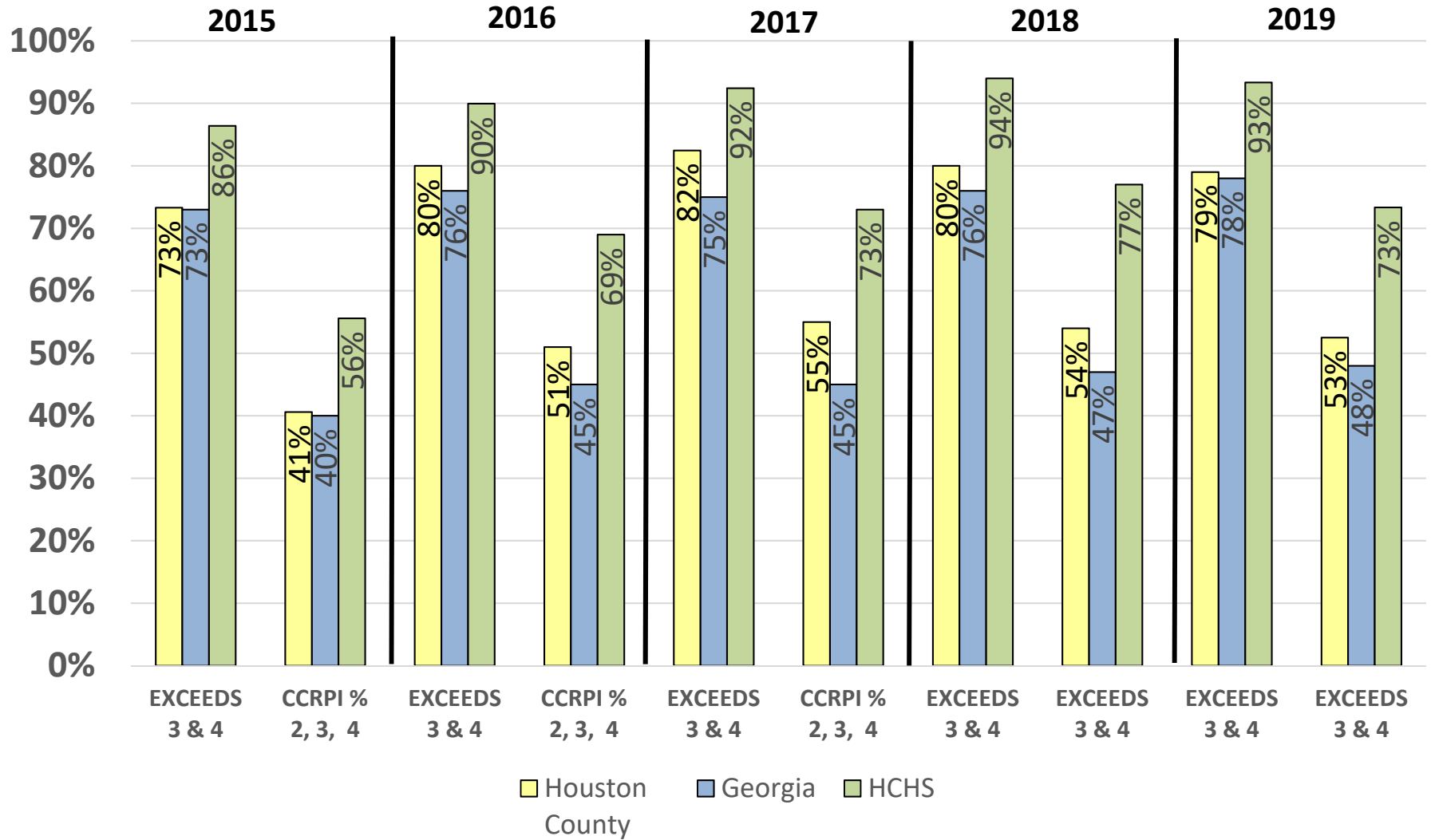
## Geometry - All Students



# EOC 2019

## United States History

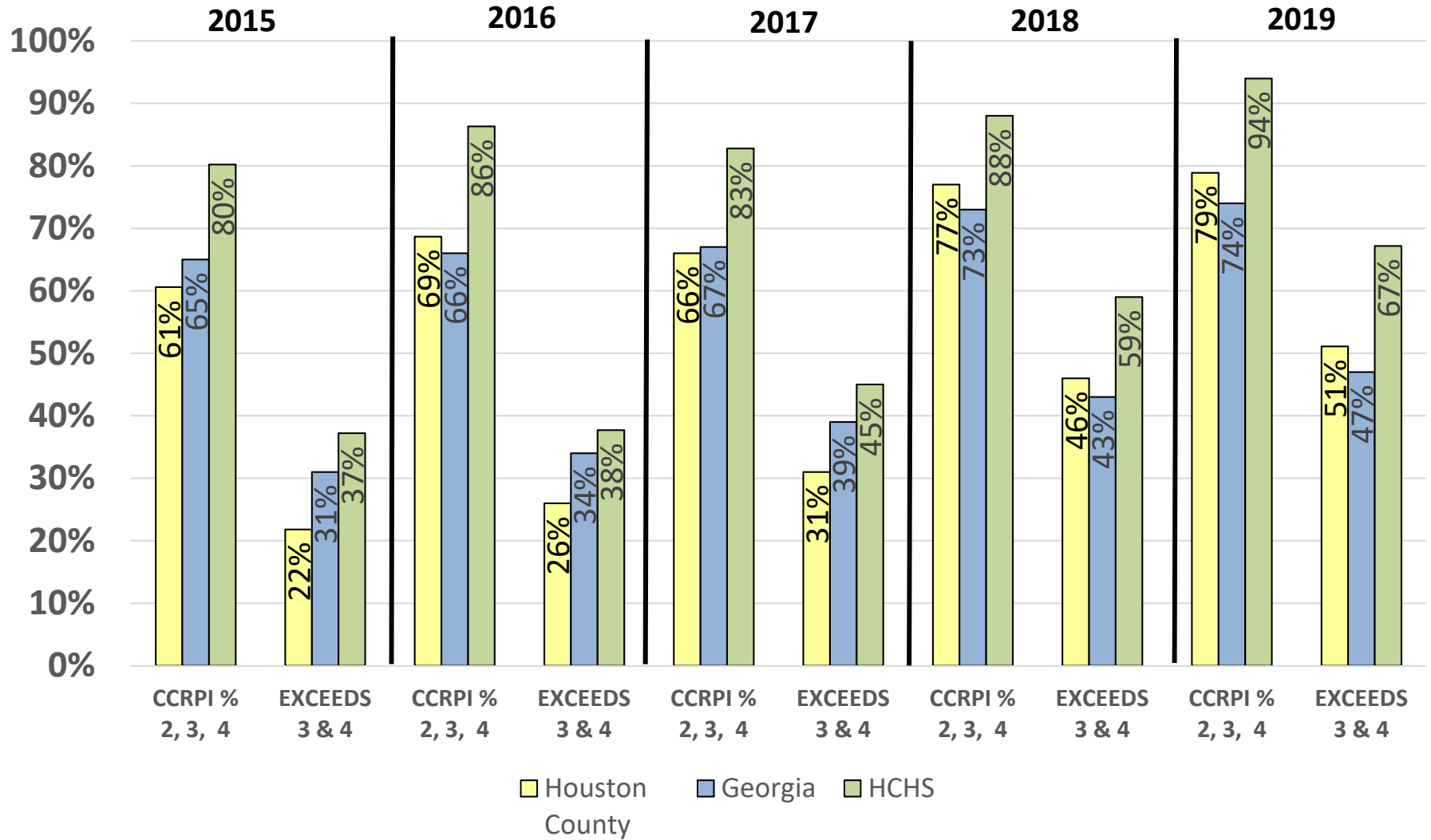
- All Students



# EOC 2019

## Physical Science

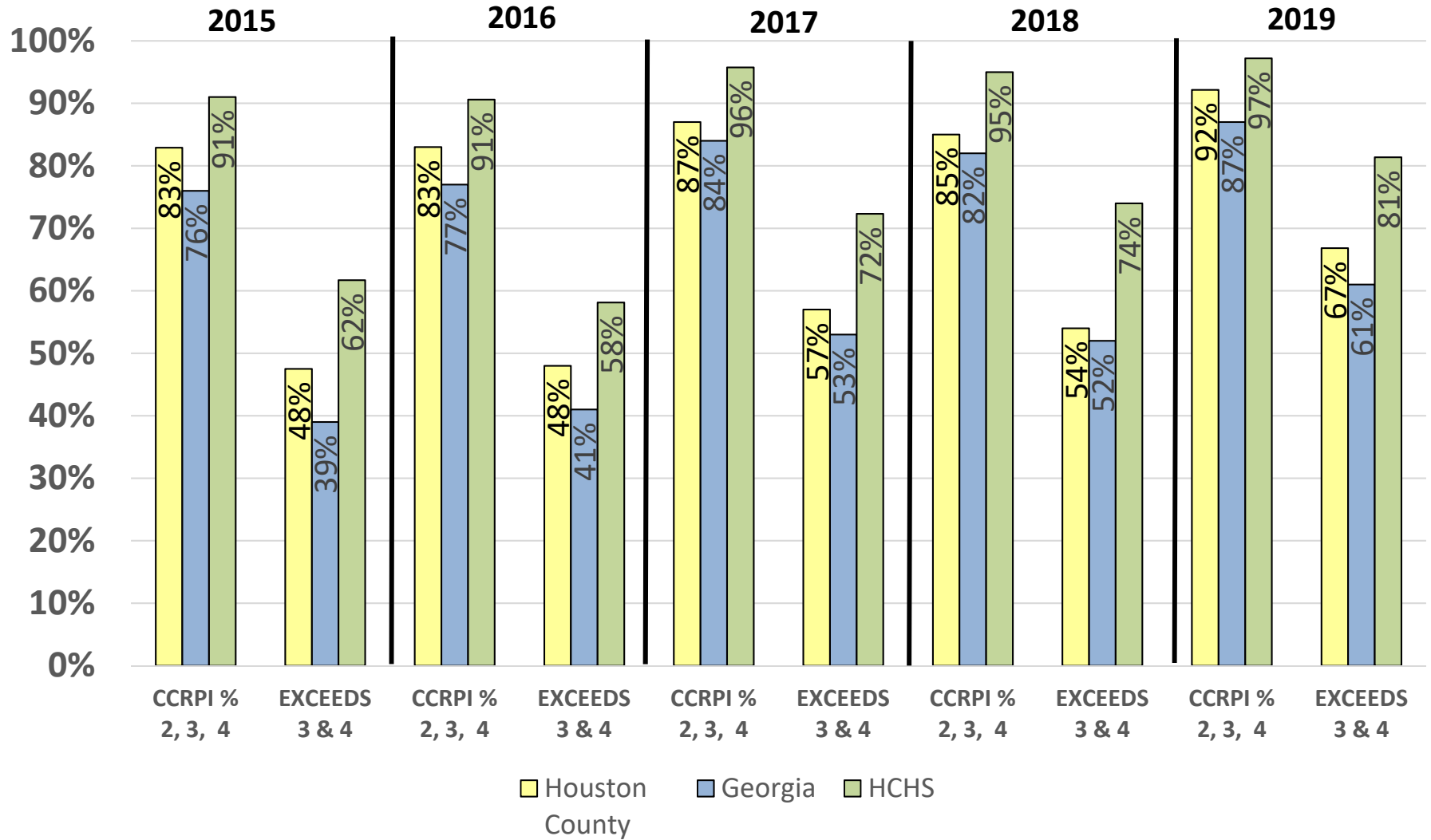
- All Students





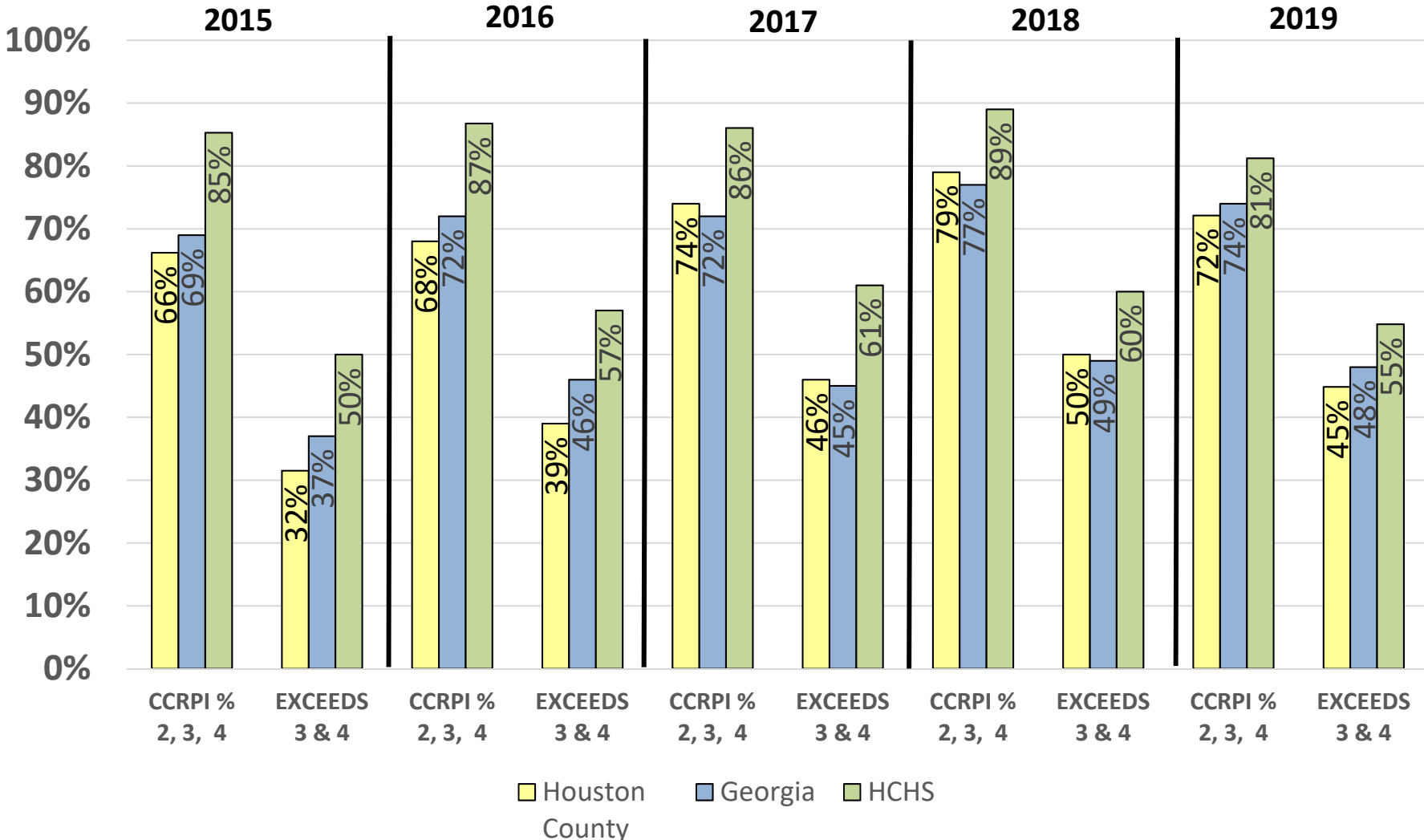
# EOC 2019

## Ninth Grade Literature & Composition - All Students



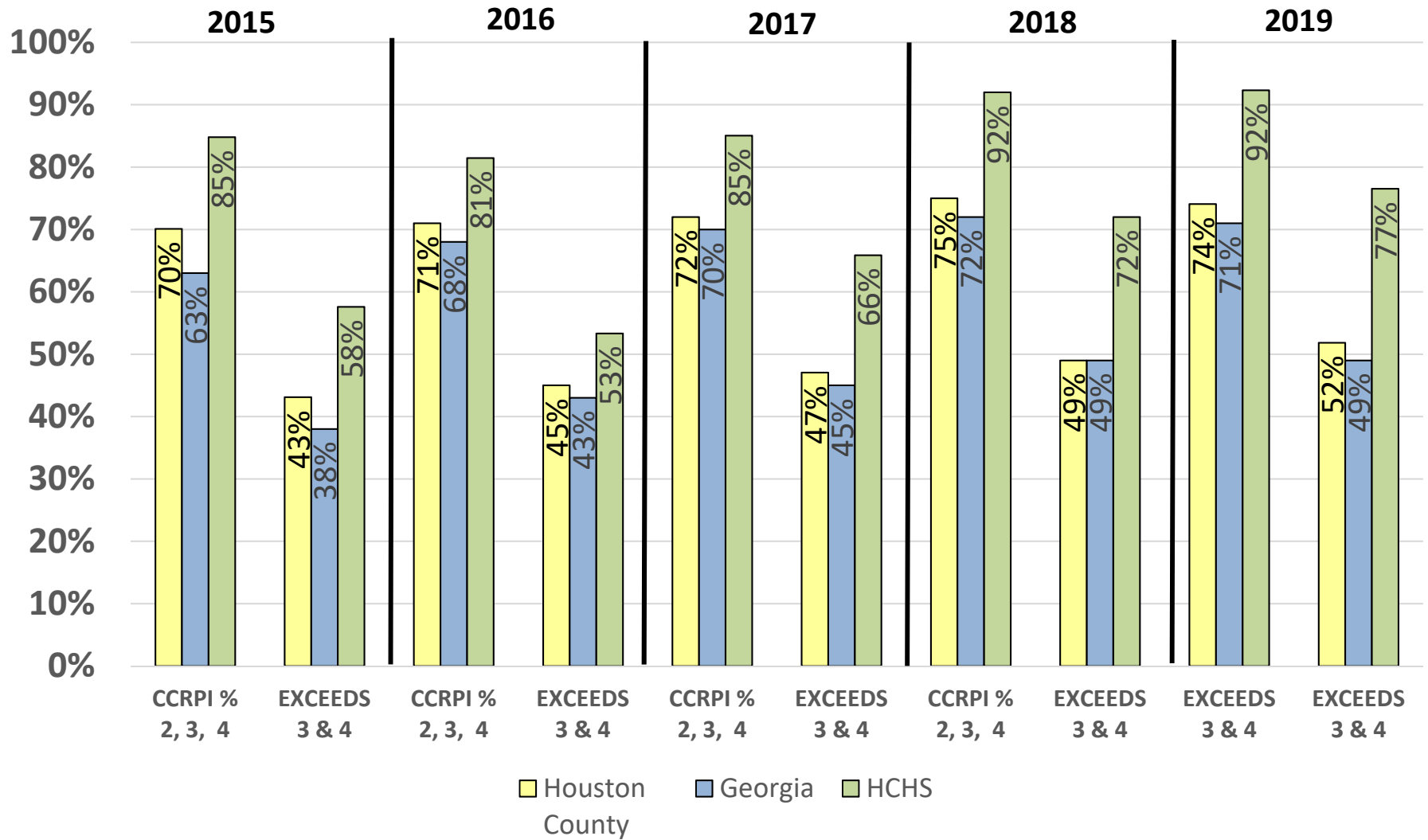
# EOC 2019

## Economics/Business/Free Enterprise - All Students



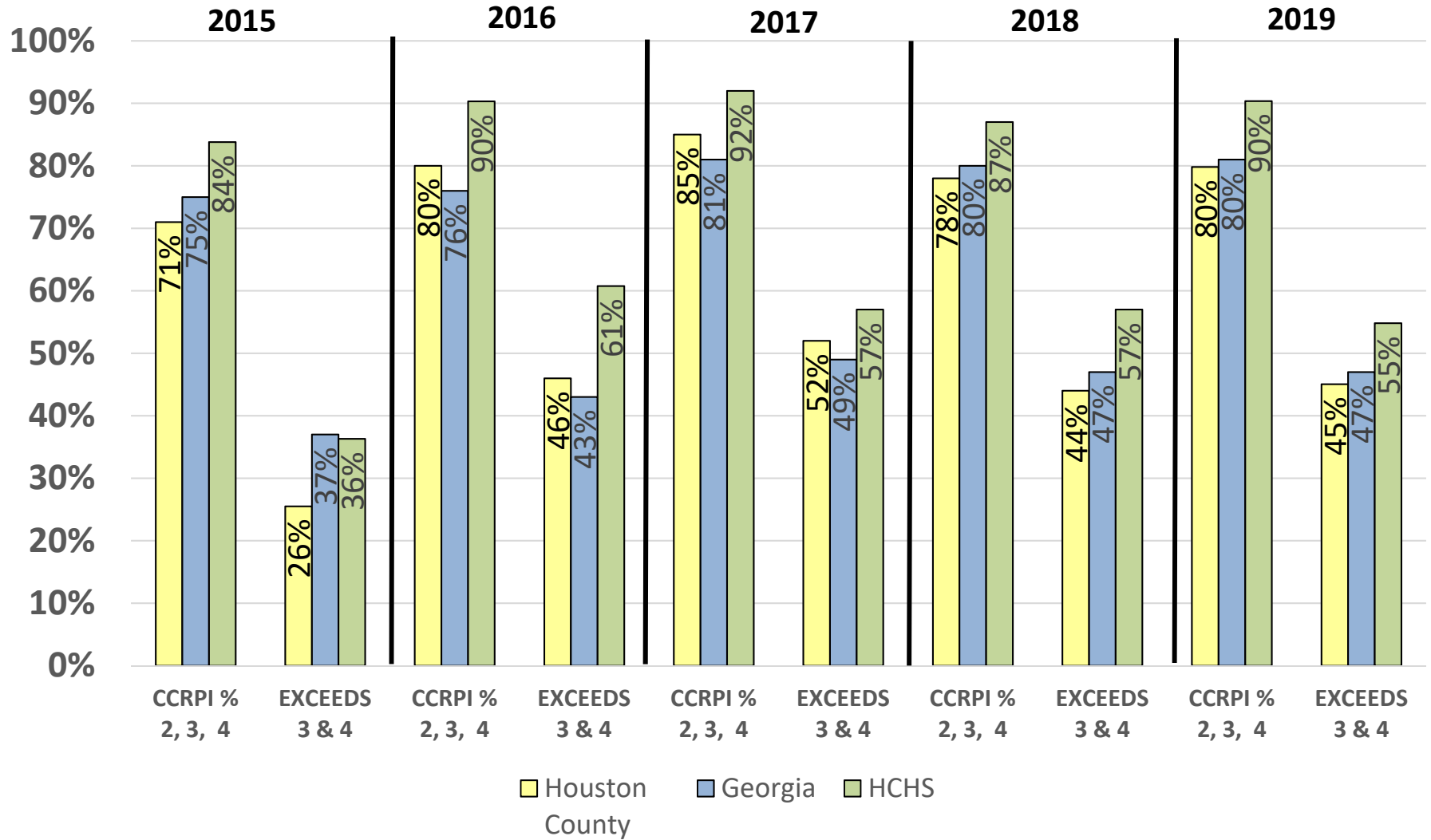
# EOC 2019

## Biology - All Students



# EOC 2019

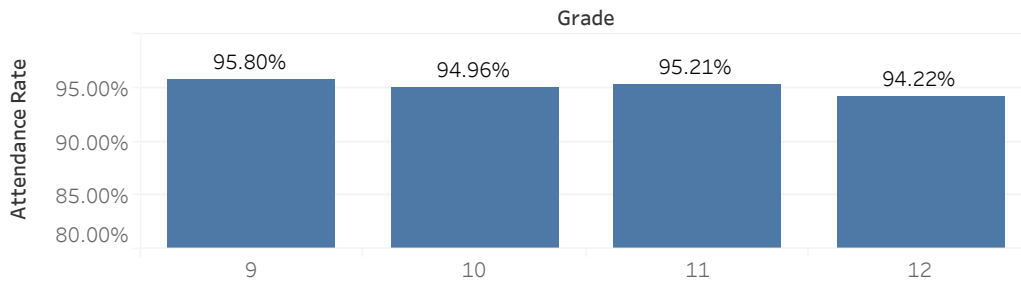
## American Literature & Composition - All Students



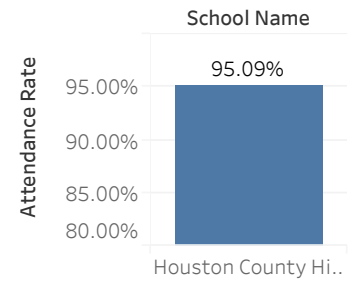
# FY19 Grade-level Attendance Rates

School: Houston County High School

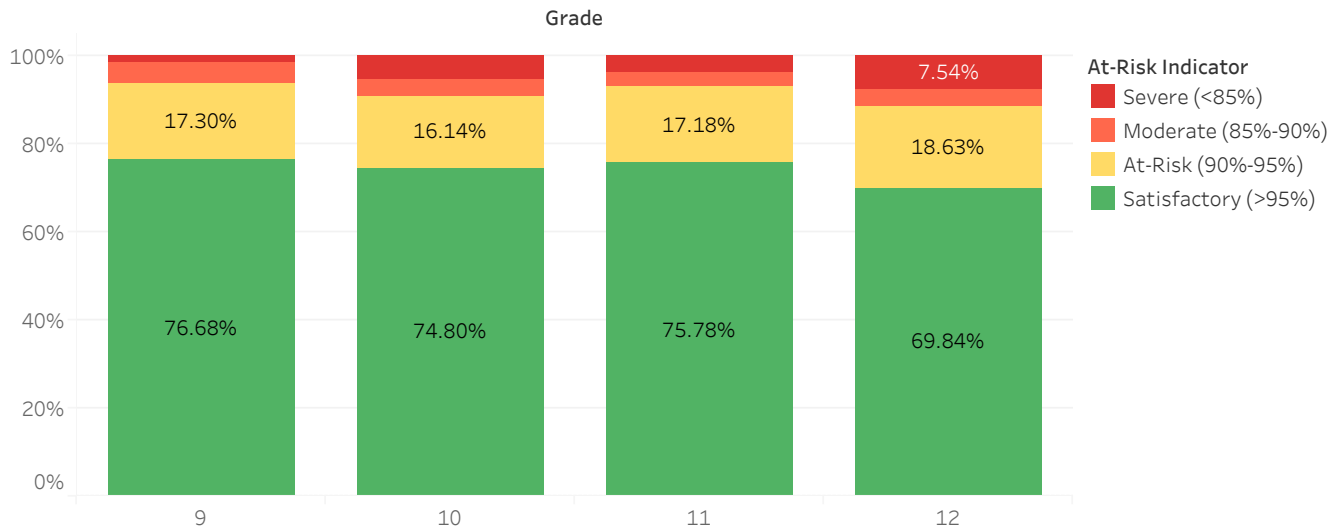
## Attendance by Grade



## Total Attendance



## Attendance At-risk Signal



## ED

Grade	Attendance Rate
9	94.91%
10	93.42%
11	93.97%
12	92.58%

## Non-ED

Grade	Attendance Rate
9	96.35%
10	95.72%
11	95.72%
12	94.97%

## SWD

Grade	Attendance Rate
9	94.62%
10	91.85%
11	94.36%
12	93.22%

## Non-SWD

Grade	Attendance Rate
9	95.98%
10	95.54%
11	95.31%
12	94.33%

## Male

Grade	Attendance Rate
9	95.62%
10	94.82%
11	95.53%
12	94.52%

## Female

Grade	Attendance Rate
9	95.99%
10	95.15%
11	94.87%
12	93.93%

# SAT Score Summary

## HCHS - Aug 2018 - June 2019

Administration	Total Test Takers	SAT Test Taker(s)	SAT with Essay Test Taker(s)	% SAT with Essay Test Takers	Mean Total Score ?	Mean ERW Score ?	Mean Math Score ?	% Met Both Benchmarks ?	% Met ERW Benchmark ?	% Met Math Benchmark ?
SAT June 2019	63	45	18	29%	1044	521	524	44%	65%	51%
SAT May 2019	74	54	20	27%	1041	525	515	41%	72%	42%
SAT March 2019	129	90	39	30%	1075	537	538	53%	75%	59%
SAT December 2018	97	73	24	25%	1050	533	517	35%	75%	41%
SAT November 2018	73	61	12	16%	1088	542	546	53%	78%	59%
SAT October 2018	51	36	15	29%	1095	549	546	47%	78%	51%
SAT August 2018	85	62	23	27%	1128	566	562	66%	87%	69%

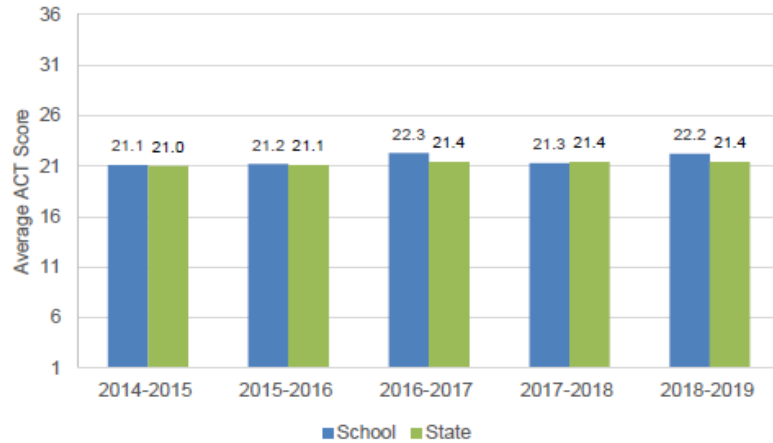
### PSAT/NMSQT Fall 2018

Grade	Total Test Takers	Mean Total Score ?	Mean ERW Score ?	Mean Math Score ?	% Met Both Benchmarks ?	% Met ERW Benchmark ?	% Met Math Benchmark ?
9th grade	15	1075	559	516	73%	100%	73%
10th grade	434	926	470	456	35%	67%	38%
11th grade	15	1163	596	567	73%	87%	73%

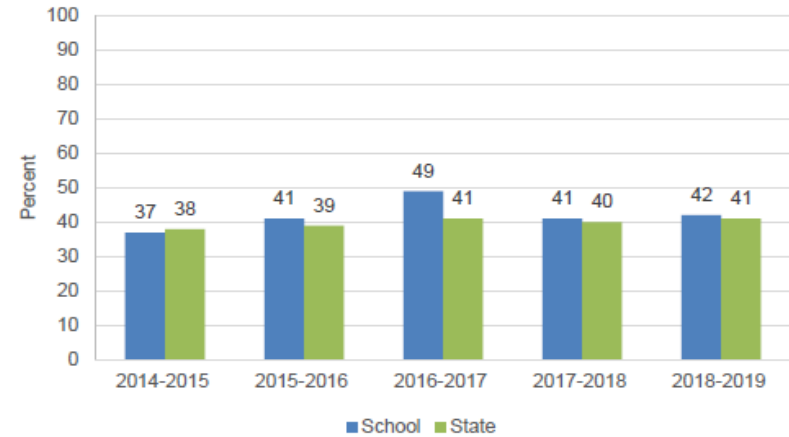
# ACT PROFILE REPORT – HCHS

## Graduating Class 2019

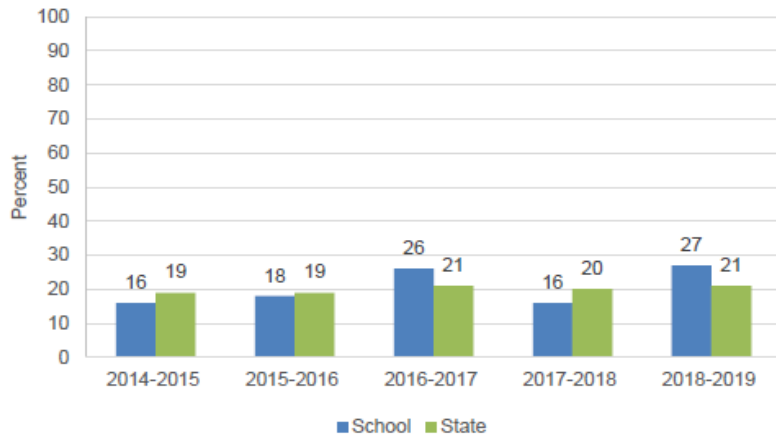
**Figure 1.1. Average Composite Scores: 5 Years of Testing\***



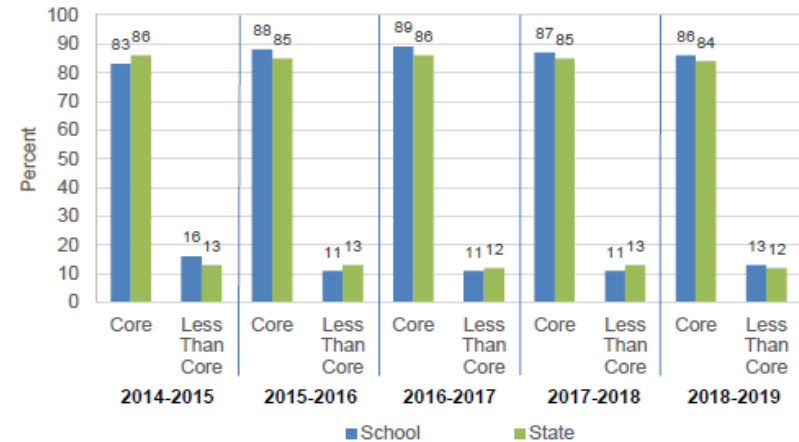
**Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing\***



**Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing\***



**Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing\***



Year	Number of Students Tested		Percent Who Met Benchmarks									
	School	State	English		Mathematics		Reading		Science		Met All Four	
			School	State	School	State	School	State	School	State	School	State
2015	146	54,653	73	64	44	38	46	46	35	36	25	26
2016	171	58,073	64	65	38	40	51	47	37	36	25	27
2017	212	57,431	72	66	48	41	58	51	45	38	36	28
2018	201	56,481	66	65	39	40	55	49	40	38	28	27
<b>2019</b>	<b>155</b>	<b>53,036</b>	<b>69</b>	<b>65</b>	<b>50</b>	<b>40</b>	<b>55</b>	<b>50</b>	<b>45</b>	<b>39</b>	<b>33</b>	<b>28</b>