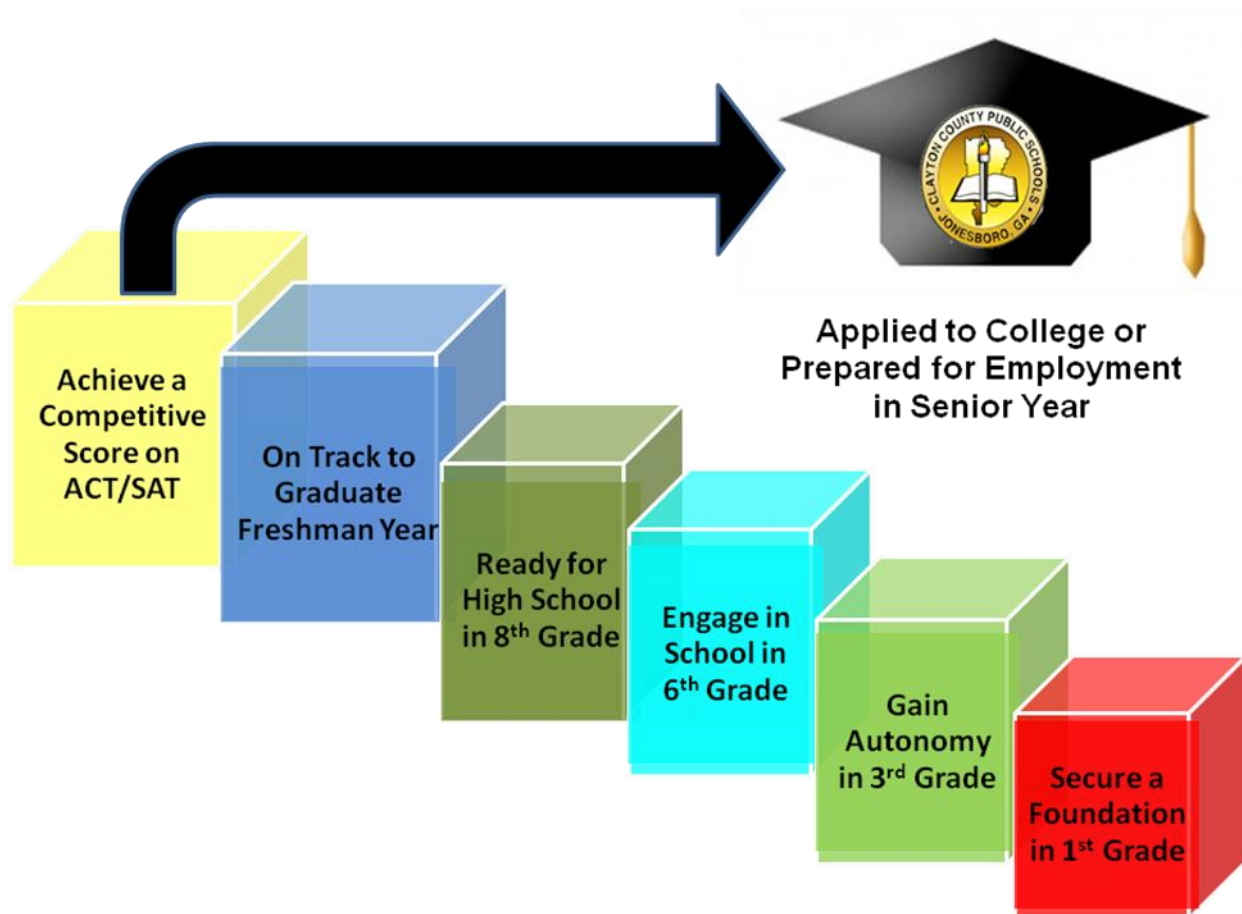


College and Career Readiness Plan



CCPS College and Career Readiness Plan

A 3 Year Implementation Plan

Goals:

1. Increase the overall combined (mathematics, reading, and writing) SAT score of college bound seniors by 192 points within three years from 1,258 to 1,450.
 - a. Increase the mathematics SAT score from 420 to 500 by 2014 (2011-12 – **440**; 2012-13 – **470**; 2013-14 – **500**)
 - b. Increase the writing SAT score from 414 to 450 by 2014
 - c. Increase the reading SAT score from 425 to 500 by 2014
2. Increase the number of 9th grade students who take the PLAN and PSAT to 100% 2013.
3. Increase the number of 10th grade students who take the PLAN to 100% by 2013.
4. Increase the number of 11th and 12th grade students who take the ACT from 836 (2010) to 1,100 by 2014.
5. Increase the number of ACT exam sites in the school district to 9 by 2014.
6. Identify in-kind partners to provide free and reduced cost support to professional development activities for teachers and school leaders by 2012.
7. Increase the usage of test data to inform instruction to 100% by 2014.
8. One-hundred percent (100%) of current 6th, 7th & 8th grade students will be enrolled in GaCollege411 as part of the Bridge Bill legislation by 2012.
9. One-hundred percent (100%) of current 8th grade students will have a graduation plan as they enter the 9th grade by 2012.
10. One-hundred percent (100%) of high school seniors will graduate with a senior portfolio by 2014.
11. One-hundred percent (100%) will apply to college and be accepted to one college, university, two-year institution, technical or career school or enter the military or work force beginning by 2014.

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
Identify partners who can provide free, in-kind, or reduced cost support. These services might include, but not be limited to professional development to facilitate understanding how IB, ACT, PSAT, SAT, and AP scores are utilized to drive instruction that improves students' levels of college readiness.	English, Math, Science and Social Studies Coordinators, Rhonda Burnough, Chato Waters will identify partners that can provide free, in-kind or reduced cost to support the professional development of teachers.	By March of each year to support the following school year; first list of partners for 2011-12 will be identified by February 2012	None	Mini workshop conducted by Rhonda Burnough and Chato Waters on the art of marketing and soliciting external support	Workshop Agendas/Minutes Letters Media Release Flyers	Identified Partners Support for Professional Development

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
Use Work Ready, IB, PLAN, ACT, AP, PSAT and SAT scores to inform the schools and district in planning for student achievement.	English, Math, Science, Social Studies and CTAE Coordinators, Principals and Teachers will assist in the disaggregation of student data to inform the instruction that students will receive.	Annual activity: AP and IB – July/August PSAT PLAN – January/February SAT and ACT – September/October	IB, AP, PLAN, ACT, PSAT and SAT Data	Making Data Work Utilizing Data to Inform Instruction	Professional Development Agenda/Minutes Professional Development Plan Data Usage Plan	Teachers understand and can use data to show a correlation between test scores and student achievement Students develop a post-secondary plan of action to prepare for college or careers
Administer the PLAN and PSAT to all 9 th grade students; administer the PSAT to all 10 th grade students.	Site based Testing Coordinator and Test Administrators will administer the PLAN and PSAT to 9 th and 10 th grade students.	2011-2012	\$ 71,000.00 will be spent by the district to purchase PLAN Exams for all 9 th grade students. \$60,000.00 will be spent by the district to purchase PSAT exams for all 9 th grade students. GaDOE will cover the cost of the PSAT.	District Testing Coordinator will provide professional development on administering the PLAN to 9 th grade students.	Testing Calendar Test Plan Test Procedures Test Meeting Agenda/Minutes	PLAN and PSAT score results

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
<p>Use the results from the PLAN and PSAT to :</p> <ul style="list-style-type: none"> a) Match students to the college entry exam that best meets their abilities and interests b) Match student scores with academic performance and GPA c) Identify for individual students remediation, enrichment and acceleration need to score 3 or higher on AP exam; score 20 or higher on the ACT; score 1500 or higher on the SAT d) Identify students best suited for AP, IB, honors, and gifted classes 	<p>School counselors will:</p> <ul style="list-style-type: none"> a) Match students to appropriate college entry exam based upon preliminary exam performance and GPA. b) Identify students who will benefit from remediation, enrichment and acceleration based upon GPA and college entry exam scores. c) Utilize student grades, academic skills and readiness levels for AP, IB, honors and gifted classes. <p>AP teachers, Content Coordinators, and Coordinator of Guidance and Counseling will develop a district AP advisement book that will be used during registration to guide students regarding informed decisions about AP courses</p>	<p>Annual activity by January of each school year.</p> <p>AP guidebook develop and/or revised by November 1 annually</p>	<p>Printing of guidebooks for all 9th, 10th, and 11th graders - \$5,000.00</p>	<p>Professional development will be provided by The College Board and ACT on the usage of data to inform course selections and college entry exams that best match student and parent requisites and preferences.</p>	<p>Individual student guidance forms; student letters; parent letters; student score reports; AP Potential; student score reports; AP Advisement Guidebook</p>	<p>Counselors are able to assist students and parents in making informed decisions regarding college entry exams.</p> <p>Parents and students understand the profile of an AP student and can select better AP courses that meet a student's needs.</p>

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
<p>Use the results (aggregated and disaggregated) from all summative assessments such as EOCT, SAT, PSAT, PLAN, AP, IB, and ACT as well as GPA and grades to determine how well schools are preparing students for college entry and matriculation.</p> <p>Questions that will be answered are:</p> <ol style="list-style-type: none"> How do AP scores correlate to students' grades; ACT, PLAN? How do EOCT scores correlate to students' grades? How do SAT scores correlate GPA and AP scores? How do ACT scores correlate to students' grades? 	<p>English, Math, Science, Social Studies Coordinators , Coordinator of Guidance and Counseling, Teachers, Principals, Assistant Principals will utilize data from AP, IB, PLAN, ACT, PSAT and the SAT to ascertain the following:</p> <ol style="list-style-type: none"> The relationship between AP scores, student grades and scores from college entry exams. The relationship between EOCT, SAT, ACT scores and student grades/GPA. 	<p>Annual ongoing activity.</p>	<p>College Board ACT GaDOE Student Test Data</p>	<p>The College Board and ACT will provide training to English, Math, Science and Social Studies Coordinators on the correlation between college entry exams and student grades.</p>	<p>Professional Development Plan Training Agenda Training Minutes Test Data</p>	<p>Content teachers, principals, assistant principals, and counselors comprehend the relationship between college entry exams, AP/IB Scores, student grades and grade point averages.</p>
<p>Use students' performance on the EOCT to identify students who may need targeted assistance and provide these students with in-school and after school tutorials to improve their college readiness.</p>	<p>English, Math, Science and Social Studies teachers, counselors, principals and assistant principals will utilize EOCT data to determine which students will need after school tutorials to improve their</p>	<p>Annual activity completed in August of each school year.</p> <p>EOCT remediation, enrichment, or acceleration</p>	<p>EOCT Scores</p> <p>School-level funds to provide EOCT tutorial</p>	<p>Professional development will be provided to English, Math, Science, Social Studies teachers, counselors, principals and assistant principals</p>	<p>Professional Development Plan; Professional Development Agenda; sign-in sheet</p>	<p>Teachers, counselors, administrators and assistant principals will know how to utilize EOCT data to assess the academic skills</p>

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
	academic and college readiness skills.	conducted September to April		utilizing EOCT data to determine college readiness.		necessary to determine college readiness.
<p>Implement Advancement Via Individual Determination (AVID) in all middle and high schools by 2015 to improve at-risk and middle learners' college readiness skills.</p> <p>2011-12 – 1 HS, 1-MS 2012-13 – 4 HS, 5-MS 2013-14 – 9 HS, 11-MS 2014-15 – 9 HS, 16 MS</p>	<p>District AVID Director, Delphia Young, School Administrators, and Teachers will work together collectively to implement AVID.</p>	<p>2011-2012 through 2014-2015</p>	<p>\$25,000.00 per school each school year AVID Resources</p>	<p>Professional Development Budget is included in the \$25,000.00 that each school team of 8 receives per school year.</p>	<p>Site Implementation Plan Professional Development Agendas Team Meeting Agendas Master Schedules AVID Libraries in Schools</p>	<p>Implementation of the AVID program and comprehension of its positive impact on student achievement</p> <p>Students can articulate the skills they possess that will help them experience success in college and their careers.</p>
<p>Conduct quarterly parent and community information sessions that speak to creating a college-going culture.</p> <ul style="list-style-type: none"> • Develop training modules that schools will use during parent seminars <ul style="list-style-type: none"> a) Why is having a college-going culture significant? b) How do we make our school and community one 	<p>Coordinator of Guidance and Counseling, Principals, and other school-based staff will develop meeting modules around the topics listed; train others to deliver the information to parents, students, and community; assist in the delivery; and monitor and evaluate training.</p>	<p>Annual quarterly activity of each school year. Meetings will be held at the district as well as school level.</p>	<p>Publication, posters, flyers, e-communication - \$2,500.00 per year</p>	<p>Train school-based staff to ensure meeting modules are redelivered at parent meetings with the same fidelity</p>	<p>Parent Meeting Agendas; Meetings and Sign-In Sheets</p>	<p>Staff, parents and community members have an understanding of the necessity of a college-going culture and the importance of post-secondary plans to ensure a successful future for their students.</p>

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
<p>where students are expected to attend college?</p> <p>c) How does a college-going culture help meet school and societal goals?</p> <p>d) How do students and their families select and apply for college?</p> <p>e) How do students and families finance college?</p>						<p>Students can communicate their post high school plans and steps needed to enter college.</p>
<p>Create marketing materials that support fostering a college-going culture. Materials will communicate:</p> <ol style="list-style-type: none"> 1. Comparative outcomes of earning a high school diploma versus a college degree 2. Description of college preparation courses 3. Resources for parents, students, and teachers 4. Profile of skills needed for college and career- ready students 	<p>Department of Guidance and Counseling, Print Services, College/ University resources, and Freshmen profiles.</p>	<p>Annual activity that occurs throughout each school year.</p>	<p>\$ 2,500.00 annually</p>	<p>None</p>	<p>Media Release Flyers E-mails Parent Letters</p>	<p>Increased community involvement and awareness of the necessity of developing a college- going culture</p>

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
5. Description of various college entry and career certification assessments						
<p>Redesign and implement academic advisement that includes the following:</p> <ol style="list-style-type: none"> 1. Combinations of group and individual sessions 2. Topics will include: high school credits; impact of pro-social skills on high school completion; building the senior professional portfolio; taking and passing college-prep courses; GaCollege 411; Career Pathways; College Entry Exams; Career Inventories; and the importance of grades and transcripts 3. Conduct monthly advisement with the support of teachers, administrators, and school staff 	High school counselors will develop monthly advisement modules; train counselors and other school-based staff to redeliver the modules; and conduct individual and group academic guidance to 9 th – 12 th grade students	Annual monthly activity beginning October 2012	GaCollege411 Student Success Skills Course Descriptions	Train counselors and other school-based staff on how to implement Advisement Modules	Individual/Group Advisement Lesson Plans Course Selection Sheets Career Pathway Descriptions Senior Portfolios Student Sign-In Sheets Usage logs: ACT online, SAT Online, KeyTrain. Ga411	Students understand the relationship between academic success in high school and college /career readiness.

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
<p>Implement at least two SAT/ACT preparation courses during the regular school day for juniors and seniors.</p> <ol style="list-style-type: none"> 1. Develop/identify a curriculum and train teachers to use the curriculum 2. Develop/identify test preparation materials that cover writing, mathematics, and reading as well as science and social studies (specific to the ACT) 	<p>English, Math, Science, and Social Studies Coordinators will research a curriculum that will prepare CCPS students for college entry exams.</p>	<p>August 2012 to 2014</p>	<p>SAT, PSAT, and ACT workbooks and other test preparation materials \$70,000.00</p>	<p>\$20,000.00 Budget is needed for the Professional Development that will be provided to English, Math, Science and Social Studies Teachers to prepare them to teach the new curriculum.</p>	<p>Professional Development Plan Training Agenda Sign-In Sheets Curriculum Master Schedule Class Rosters Test Prep Materials Student Post-Secondary Plans</p>	<p>English, Math, Science and Social Studies teachers will obtain the professional development necessary to successfully teach the college entry exam preparation curriculum.</p> <p>A master schedule that includes preparation courses during the school day.</p> <p>Students can explain the difference between the SAT and ACT as well as communicate which test or tests they will take and communicate why.</p>

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
<p>Ensure that all students have access codes and passwords to available free-online SAT or ACT preparation courses.</p> <ol style="list-style-type: none"> 1. Identify free online preparation sites 2. Identify method to access sites 3. Communicate in writing to all 9th to 12th information about how to access sites 4. Monitor use of sites 	<p>English, Math, Science, Social Studies, Coordinators of Guidance and Counseling and Testing will collectively identify free online preparation sites and will communicate the sites to schools and the CCPS community.</p> <p>High School Counselors will ensure that all students have usernames and passwords to access the free online SAT and ACT preparation courses.</p>	November 2011 to 2014	Free Online College Entry Exam Preparation Sites	Professional Development sessions will be provided through webinars to high school teachers and counselors on how to use the site. The webinars will be developed by the content coordinators.	Professional Development Plan Agenda Sign-In Sheets Webinars Lesson Plans Classroom Guidance Activities	<p>High school teachers and counselors will be able to instruct and navigate students through the free online preparation sites.</p> <p>Students can explain the difference between the SAT and ACT as well as communicate which test or tests they will take and why.</p>
<p>Ensure that all students have gained access to Ga411 and access the website quarterly during the duration of their middle and high school experience.</p> <ol style="list-style-type: none"> 1. Begin in 6th grade, schedule career inventories and explorations activities; students select a career pathway 2. 7th and 8th graders continue to access Ga411 and complete 	<p>Middle/High school counselors, high school lead counselors, CTAE teachers and classroom teachers will work with students in grades 6 – 12 to ensure that they are enrolled in GaCollege411 as a part of the Bridge Bill.</p>	Annual ongoing activity throughout the school year	GaCollege411	Counselors will provide professional development to CTAE teachers and classroom teachers on enrolling students in GaCollege411.	Professional Development Agendas Sign-In Sheets Student Enrollment Data Career Inventory Data Usage Data 8 th Grade Graduation Plans	CCPS 6-12 grade students will be actively enrolled in GaCollege411, and data will support their usage of the site.

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
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<p>various activities; students build their graduation plan by the end of 8th grade</p> <p>3. 9th through 12th graders continue to complete activities that lead toward finalizing their post-secondary plans.</p>						
<p>Implement a vendor based Saturday college entry exam tutorial program.</p> <p>1. Identify students to participate based on PLAN and/or PSAT scores, GPA, and a written letter of interest</p> <p>2. Host Saturday tutorials from 9:00 AM – 12PM at the Professional Learning Center. Transportation will not be provided. Tutorial fees per set of sessions will cost no more than \$75.</p>	<p>English, Math, Science, Social Studies, Guidance and Counseling, and Testing Coordinators will research vendors to provide Saturday college entry exam tutorial programs to 11th & 12th grade students provided by vendor instructors.</p>	<p>August 2012</p>	<p>\$75,000.00 to assist students with the cost for participating in the tutorial program.</p>	<p>None</p>	<p>Vendor Meeting Agendas Parent and Student Meeting Agendas Flyers Community FAQ's on Vendor Sign-In Sheets Student Enrollment Student Participation</p>	<p>The selection of a research based vendor with documented proven results as evidence of their ability to assist students in passing college entry exams.</p> <p>Active student participation in the Saturday tutorial program.</p> <p>Students can explain the difference between the SAT and ACT as well as communicate</p>

Actions	Who will do it? What will they do?	Timeline	Resources (Budget/Source)	Professional Development (Budget/Source)	Evaluation of Actions and Impact on Student Learning	
					Artifacts	Evidences
						which test or tests they will take and why.
<p>Increase number of ACT test site from 1 to 9 by 2014.</p> <ol style="list-style-type: none"> 1. By 2013, 4 HS sites 2. By 2014, 9 HS sites 	<p>The Department of Guidance and Counseling will aid high schools in becoming ACT Test Sites to afford CCPS students with the ability to take the test within the school district.</p>	2013 to 2014	None	Professional Development will be provided by ACT.	High School Enrollment Forms to become test sites.	An increase in the number of test sites in the district by 4 in 2013. By 2014, all high schools will be test sites.
<p>Assist school leaders and teams in creating, implementing, and monitoring their own college and career readiness plan that prepares students to experience greater success in meeting their post-secondary goals.</p>	<p>The Department of Guidance and Counseling and CTAE will collaborate to provide training to schools on creating, implementing and monitoring their own college and career readiness plans to prepare students for post-secondary goals.</p>	2012 to 2014	None	Professional Development will be provided at no cost to schools to prepare them for the development of their career readiness plan.	Professional Development Plan Agenda Sign-In Sheets	CCPS high schools will develop a College and Career Readiness Plan with the involvement of their teachers, students, parents and community stakeholders to aid their students in achieving post-secondary success.

Definitions of Key Terms

ACT: The ACT (No Writing) consists of four multiple-choice tests: English, Mathematics, Reading, and Science. The ACT plus Writing includes the four multiple-choice tests and a writing test. It is an achievement assessment.

AP: AP college-level courses and exams offer students with an opportunity to earn college credit by assisting them in acquiring the skills and habits needed to be successful in college. Through AP courses, students improve their writing skills, sharpen their problem-solving abilities, and develop time management skills, discipline, and study habits.

IB: International Baccalaureate (IB) courses afford students with a rigorous course of study that aids students in the development of their intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Students who meet IB requirements may be eligible to receive an IB endorse diploma.

PLAN: The program assists students in developing a firm foundation for future academic and career success. It provides the information needed to address school districts' high-priority issues as a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. The plan helps all students, college-bound and those who will enter the workforce immediately after graduation as a midpoint measure of their academic programs towards College and Career Readiness.

PSAT: The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and [National Merit Scholarship Corporation \(NMSC\)](#). It's a standardized test that provides firsthand practice for the SAT[®]. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT is an aptitude assessment that measures critical reading, math problem-solving and writing skills. It is the precursory to the SAT and is usually taken in the 10th and 11th grade year of high school.

SAT: The SAT is a benchmark **standardized assessment** of the **critical reading, mathematical reasoning, and writing skills** students have developed over time and that they need to be successful in college.

Test Data

Eighth and Ninth Graders' 2011 PSAT Performance

8 th and 9 th Graders	2010-2011				
	Test Takers	Critical Reading Mean	Math Mean	Writing Mean	Composite Score
District 8th Graders	441	32.7	36.0	33.2	102
Other 8 th Graders	52	32.6	35.5	33.2	101
Elite Scholars 8 th Grade	74	33.2	35.9	33.7	103
Rex Mill 8 th Grade	315	32.4	36.5	32.6	102
District 9th Graders	2,967	32.7	34.5	32.7	100
Elite Scholars 9 th Grade	70	37.3	37.4	37	112
Drew	324	32.3	34	32.6	99
Forest Park	392	31.5	34.7	31.7	98
Jonesboro	317	33.4	34.9	33.4	102
Lovejoy	436	32.6	34.3	32	99
Morrow *	35	47.3	47.2	44.8	139
Mount Zion	412	33.5	34.8	33.2	102
Mundy's Mill	379	32	34.1	31.7	98
North Clayton	226	32	32.6	32	97
Riverdale	376	32.2	34.2	32.9	99

*Approximately 10% of the Morrow High School's 9th graders took the PSAT

Tenth Graders' 2010 and 2011 PSAT Performance

10 th Graders	2009-2010					2010-2011					
	Test Takers	Critical Reading Mean	Math Mean	Writing Mean	Composite Score	Test Takers	Critical Reading Mean	Math Mean	Writing Mean	Composite Score	College Readiness Benchmark
Nation	1,517,231	42.0	41.0	43.3	126	1,575,925	42.5	44	40.4	127	27.6%
Georgia	101,783	40.9	39.5	40.9	121	102,023	40.2	41.3	38.8	120	19.5%
District 10 th Graders	2,811	34.7	35.8	34.9	105	2,994	34.2	35.2	33.9	103	4.1%
Drew	204	34.1	34.6	34.6	103	348	32.5	33.9	33	99	0.9%
Forest Park	367	34.3	36.3	34.3	105	375	33.4	35.2	33.4	102	4.3%
Jonesboro	263	34.3	36	34.6	105	337	33.7	35.2	33.6	103	4.2%
Lovejoy	462	36.5	37.1	36.9	111	381	34.5	35	34.7	104	5.0%
Morrow	307	33.9	35.5	33.4	103	358	34.8	36.1	33.9	105	5.0%
Mount Zion	301	34.7	35.9	35	106	325	35.1	36.4	34.5	106	5.2%
Mundy's Mill	342	33.7	34.5	34.3	103	388	34.2	34.6	33.1	102	3.4%
North Clayton	261	35.6	36.4	35.5	108	220	34.8	35.6	35	105	7.7%
Riverdale	304	34.3	35.3	34.9	105	262	34.8	35.5	34.7	105	1.9%

Eleventh Graders' 2010 and 2011 PSAT Performance

11 th Graders	2009-2010					2010-2011					
	Test Takers	Critical Reading Mean	Math Mean	Writing Mean	Composite Score	Test Takers	Critical Reading Mean	Math Mean	Writing Mean	Composite Score	College Readiness Benchmark
Nation	1,545,856	46.9	48.2	45.8	141	1,572,274	47.3	48.9	47.2	143	37.3%
Georgia	37,689	47.2	47.7	46.7	142	37,136	48	48.6	47.7	144	40.4%
District 11 th Graders	2,556	37.0	37.9	37.2	112	2,536	36.7	36.9	36.3	110	5.1%
Drew	-	-	-	-	-	282	34.1	34.3	34.3	103	0.4%
Forest Park	299	36	38.7	36.5	111	293	38.1	39.2	36.8	114	4.8%
Jonesboro	332	35.3	36.4	35.4	107	297	36	35.7	35.3	107	4.4%
Lovejoy	326	39.2	39.3	38.5	117	374	39.1	38.6	38.9	117	11%
Morrow	300	35.6	36.5	35.8	108	284	37.3	38	36.4	112	5.3%
Mount Zion	328	38.1	38.4	38.7	115	262	36.6	36.8	36.8	110	3.8%
Mundy's Mill	406	36.9	37.7	37.5	112	312	36	35.1	35.2	106	3.8%
North Clayton	247	38.5	38.9	38.1	116	190	37.3	38.6	36.8	113	6.8%
Riverdale	317	36.7	37.7	37.1	112	242	35.6	36.1	35.8	108	4.1%

2009-2010 Combined SAT Score

Combined Score			
	2009	2010	1-Year Change
Nation	1,509	1,509	0
Georgia	1,460	1,454	-6
Clayton County	1,273	1,258	-15
Forest Park	1,282	1,279	-3
Jonesboro	1,320	1,283	-37
Lovejoy	1,294	1,286	-8
Morrow	1,232	1,235	3
Mount Zion	1,329	1,231	-98
Mundy's Mill	1,236	1,232	-4
North Clayton	1,253	1,273	20
Riverdale	1,272	1,250	-22

2007 to 2010 ACT Composite Scores

English Composite Score				
	2007	2008	2009	2010
Nation	20.7	20.6	20.6	20.5
Georgia	19.9	20.1	20.1	20.1
Clayton County	16.3	16.7	16.5	16.4
Forest Park	15.1	16.3	15.3	16.6
Jonesboro	17.4	18.4	16.9	15.8
Lovejoy	17.5	18.3	17	17.2
Morrow	16.4	17.4	16.4	16.4
Mount Zion	15.9	15.4	16.9	15.8
Mundy's Mill	16	16.2	16.1	16
North Clayton	15.6	16.3	15.9	17.2
Riverdale	15.6	16.3	16.7	16.3

Reading Composite Score				
	2007	2008	2009	2010
Nation	21.5	21.4	21.4	21.3
Georgia	20.6	20.9	20.9	20.9
Clayton County	17.3	17.7	17.3	17.6
Forest Park	15.6	16.8	16.4	17.7
Jonesboro	18.2	19.8	18.2	17.3
Lovejoy	18.2	18.8	17.6	18.3
Morrow	17.4	18.3	17.3	17.4
Mount Zion	17.4	16.1	17.6	16.7
Mundy's Mill	17	17.5	17	17.9
North Clayton	16.5	17.3	16.5	18.4
Riverdale	16.8	17.4	17.7	17.2

Mathematics Composite Score				
	2007	2008	2009	2010
Nation	21	21	21	20.7
Georgia	20.3	20.6	20.6	20.7
Clayton County	17.4	17.7	17.5	17.6
Forest Park	15.6	16.8	17.1	17.4
Jonesboro	18.2	19.2	18.7	17
Lovejoy	18	18.5	17.7	18.1
Morrow	16.8	17.7	16.7	17.6
Mount Zion	17.4	16.7	17.5	17.2
Mundy's Mill	17.5	17.8	17.3	17.7
North Clayton	16.7	16.7	17.4	18.3
Riverdale	16.9	17.4	17.4	17.2

Science Composite Score				
	2007	2008	2009	2010
Nation	21	20.8	20.9	20.9
Georgia	20.1	20.3	20.3	20.5
Clayton County	17.4	17.8	17.6	17.8
Forest Park	16.7	17.7	17.9	17.4
Jonesboro	17	18.7	18.3	17
Lovejoy	18.3	18.3	17.4	18.3
Morrow	17.7	17.6	16.9	17.7
Mount Zion	17.6	17.2	18	17.7
Mundy's Mill	17.1	18.1	17.1	18
North Clayton	16	17.5	17.1	18.4
Riverdale	17	17.2	17.9	17.6

2011 AP Enrollment by School and Grade Level

School	Total Students	Unknown	12th Grade	11th Grade	10th Grade	9th Grade
Forest Park	158	11	48	45	27	27
Jonesboro	111	3	64	31	13	
Lovejoy	74	1	30	17	4	22
Morrow	184	12	84	45	25	18
Mount Zion	123	3	25	60	7	28
Mundy's Mill	125	4	65	39	17	
North Clayton	75	4	30	16	4	21
Riverdale	149	12	72	38	10	17

Total Number of 2011 AP Exams by School and Test

School	Mus Theo	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Hum Geog	Macr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys B	Total Exams
Forest Park		2	2	19	9		13		15	42	42	17	5		15	29			210
Jonesboro	11				49			33		48	31		19				11	12	214
Lovejoy					18				28		13	23	6			5			93
Morrow				21	49	24		41	17	42	36	21	23		9	13	10	13	319
Mount Zion					10			2		23	52	29	11				10		137
Mundy's Mill					39			25		18	34		17		12	16			161
North Clayton		3		2	23						12	24	12		4		10		90
Riverdale					63			41	11	51	30	20	23	3	12	14	18	9	295

Description of AP Exams

Mus Theo	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Hum Geog	Macr Econ	Psyc
Music Theory	Studio Art 2D	Studio Art Drawing	English Language Composition	English Lit Composition	Comprehensive Government Politics	Human Geography	Macroeconomics	Psychology

US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys B
US Gov't Politics	US History	World History	Calculus AB	Calculus BC	Statistics	Biology	Chemistry	Physics B

2011 AP Exams Scores by Exam

Score	5	4	3	2	1	Total
AP Exam						
Music Theory			1	4	6	11
Studio Art 2D			1	1	3	5
Studio Art Drawing			2			2
English Language Composition	1	1	5	8	27	42
English Lit Composition		3	30	133	94	260
Comprehensive Government Politics	1		2	3	18	24
Human Geography				2	11	13
Macroeconomics	2		7	2	131	142
Psychology		5	11	10	45	71
US Government Politics		7	17	56	144	224
US History	4	6	21	78	141	250
World History		2	9	26	97	134
Calculus AB	1	5	4	3	103	116
Calculus BC					3	3
Statistics			3	4	45	52
Biology	1	1	4	4	67	77
Chemistry		1		1	57	59
Physics B			3	3	28	34
Total Exams	10	31	120	338	1,020	1,519
% of Total Exams	0.7	2	7.9	22.3	67.1	100

**2009 to 2011 AP Results for Clayton County Public Schools
Number of Scores Reported and Percentage of Scores 3 or Higher**

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
School	Total AP Students	Total AP Students	Total AP Students	Number of Exam	Number of Exams	Number of Exams	AP Students with Scores 3+	AP Students with Scores 3+	AP Students with Scores 3+	% of Total AP Students with Scores 3+	% of Total AP Students with Scores 3+	% of Total AP Students with Scores 3+
Drew			64			64			4			6%
Elite Scholars			63			63			2			3%
Forest Park	163	158	142	245	210	165	13	19	27	8%	12%	19%
Jonesboro	119	111	117	176	214	172	23	21	7	19%	19%	6%
Lovejoy	130	74	124	190	93	178	21	17	28	16%	23%	23%
Morrow	119	184	202	252	319	374	26	26	27	22%	14%	13%
Mount Zion	124	123	180	166	137	215	17	15	11	14%	12%	6%
Mundy's Mill	96	125	151	119	161	228	12	8	17	13%	6%	11%
North Clayton	72	75	193	74	90	238	1	9	13	1%	12%	7%
Riverdale	103	149	166	197	295	278	10	8	8	10%	5%	5%
System	926	999	1,402	1,419	1,519	1,975	123	123	144	13%	12%	10%
Georgia	63,917	72,068	72,414	104,750	118,922	120,779	34,658	37,882	39,587	54%	53%	55%
Global	1,698,133	1,855,310	1,976,069	2,944,031	3,236,335	3,461,254	1,038,383	1,116,959	1,189,967	61%	60%	60%

International Baccalaureate Diplomas Earned from 2008 to 2011

School Statistics	North Clayton				Lovejoy			
	2008	2009	2010	2011	2008	2009	2010	2011
Number of subject entries in the session:	48	51	81	198	91	129	180	206
Number of candidates registered in the session:	12	21	39	48	31	39	48	61
Number of diploma and retake candidates registered in the session:	6	5	7	25	10	15	22	24
Number of candidates who passed the diploma:	0	0	0	3	1	1	2	3
Pass rate (Diploma candidates/Diplomas earned)	0%	0%	0%	12%	10%	6.7%	9.1%	12.5%
Average points obtained by candidates who passed the diploma:	0	0	0	27	27	24	25	27
Highest diploma points awarded to a candidate:	23	20	16	29	27	24	25	34
Average grade obtained at the school by candidates who passed the diploma:	0	0	0	4.47	4.20	4.20	4.00	4.27

Graduation Rates from 2005 to 2011

School	2005	2006	2007	2008	2009	2010	2011
Forest Park	57.4	59.9	85.8	66.1	84.2	76.1	73.2
Jonesboro	68.5	71.5	72.5	79.1	76.4	81.0	88.6
Lovejoy	70.9	77.7	76.4	75.9	80.1	86.2	79.4
Morrow	69.6	69.6	81.2	73.3	79.5	81.3	75.8
Mount Zion	57.5	58.6	60.3	66.9	74.8	80.1	77.7
Mundy's Mill	76.4	74.2	78.6	79.7	86.1	86.8	78.7
North Clayton	67.9	70.7	71.9	77.3	76.2	78.5	74.6
Riverdale	58.4	69.5	63.9	75.6	78.2	80.4	80.5
System	64.0	69.3	71.8	76.5	79.7	81.6	78.3
State	69.4	70.8	72.3	75.4	78.9	79.9	79.5

Percent of Student Eligible for the HOPE Scholarship

Year	Number of Graduates	Eligible	Percent
2007-2008	2153	628	30.9%
2008-2009	1929	600	31.1%
2009-2010	2176	673	29.2%
2010-2011	2203	715	32.5%

Percent of Students Eligible for the 2011 HOPE Scholarship

School	Eligible	Ineligible	Total	Percent
Riverdale	79	194	273	28.9%
North Clayton	77	144	221	34.8%
Mundy's Mill	126	209	335	37.6%
Mount Zion	107	218	325	32.9%
Morrow	78	216	294	26.5%
Jonesboro	73	147	220	33.2%
Lovejoy	103	212	315	32.7%
Forest Park	72	148	220	32.7%
System	715	1488	2203	32.5%

Graduates Entering Georgia Public Colleges Requiring Learning Support

Year	System	State
2009-2010	37.1%	23.8%
2008-2009	36.1%	23.3%
2007-2008	31.2%	21.8%
2006-2007	26.8%	21.5%